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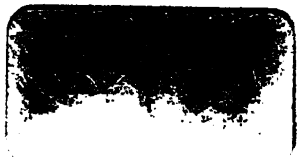

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THE MICHIGAN JOURNAL OF EDUCATION

For 1860.

THE Executive Board, having failed to secure a successor to the present able Editor and Publishing agent, Prof. WINCHELL, have, in accordance with a vote of the State Teachers' Association, appointed *twelve Editors* after the Massachusetts plan, *each of whom will edit the Journal for a single month.* The Editorial Corps consists of the following gentlemen, whose prominent positions and known ability preclude the necessity of any commendation of them to the teachers and people of Michigan.

EDITORS FOR 1860.

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LITTLE THINGS.

"The child is father of the man."

A SHORT poem of WORDSWORTH'S, which has had the double fortune to be sneered at for its simplicity, and admired for its truth, contains this verse, — "The child is father of the man." Under this seeming paradox lies a principle of wide, practical application. If we only knew how near to us God has set the fountains of our happiness, it might save us much vain wandering in its pursuit.

Nature everywhere symbolizes to us the importance of *little things*, and the power of silent influences. The pattering of a gentle shower upon the raging sea assuages its violence. The color of the Ocean water, where its depth is a full mile, is distinguishable from that of still deeper waters by the reflection of light from unperceived, and almost unfathomable depths. With what nimble fingers will the mist that rises from the lake separate rays of light into colors of beauty, and scatter them, like pearls from the hand of an almoner. Who but wonders at the mighty operations of heat and electricity, and of the unknown principle of gravitation. The bursting of the seed which shall soon be forgotten in the stately oak, the union of the slender fibres that constitute its

strength, the rill, that, enlarged shall float the navy, the breath of passing air that bestows exhiliration or spreads the pestilence, are still happier illustrations; and are Nature's types of the way we grow.

It will be found on observation that happiness is less dependent upon wealth, and condition of life, and even health (actual pain excluded) than men generally suppose. Their condition in life, whether rich or poor, occupy but comparatively little of men's thoughts; a better, freer set of feelings predominate. A comparison of their wealth with that of others arises often enough to serve as a stimulus for exertion, but not often enough to crowd out of the soul that generally buoyant and cheerful happiness which attends labor. True happiness is not so much in what we *have*, as in what we *are*, and what we *do*; and, in its last analysis, what we *are*, gives to what we have, and do, the value they possess. We bestow upon possessions the very *value* which we covet. Without a covetous or a provident eye, there is no desirableness in gold; nor any pleasure or pain in praise or censure, aside from the heart's own sensitiveness.

By a sorcery native to the soul, the web of feeling which is woven within, is thrown as a mantle over all external things; so that Nature herself, who "never did betray the heart that trusted her," the heart of man's inmost consciousness itself all return to us the voice *we* utter, and the feeling we breath; faithfully measuring to us again, even as we mete. The German fables tell of a boy, who shouted in the fields. A voice from a neighboring grove answered him. Then the boy shouted, "Who are you?" The voice from the woods only answered "Who are you!" Then the boy was angry, and railed at him of the woods, who faithfully returned all his epithets. Then he searched the grove for revenge, and returned from his fruitless chase to his mother, who

said: My son, what you heard from the grove was only your own voice. Have you never seen your face in the water, where the brook for a time lies quiet in the pool? So have you now heard your own voice. Had you used pleasant words the same would have been returned to you from the grove. So is our own voice returned to us from the whole body of society.

> "Soul! fearful is this power, which thus transforms
> All things into his likeness; heaves in storms
> The strong proud sea, or lays it down to rest
> Like the hushed infant on its mother's breast;
> Which gives each outward circumstance its hue,
> And shapes all others' acts and thoughts anew,
> That so they joy, or love, or hate impart,
> As joy, love, hate holds rule within the heart."—*Dana.*

Since, then, it is the state of our own minds that mixes in the cup of our daily life, its sweet or its bitter, its unhealthy or its life-giving ingredients, what determines this state? We feel that it is not with us as with infants, when, everything forgotten, but the immediate present, the laugh and the cry succeeded each other with every change of sensation from pleasure to pain. The temper of feeling has become *fixed*, and every change from it is but temporary. Still more vitally than in remembrances or in acquirements, is the past still present to us in the form of *habits*. The past has been a probation, it has tried us, it has nourished us with good or evil, it has made us in character what we are.

I will not stop therefore to dwell upon the fact that all our knowledge is made up of littles, and that every lost moment is irrecoverably lost; but will at once consider those effects which *little things* inweave into the very life of the soul, the process by which character is formed, and *how* the child is father of the man.

It is sometimes well to dwell upon a truism, that it may enter into our feelings as well as our creed.

Notice the *manners* of men. One man's whole air is an air of conciliation, that wins for him our attention and respect, while another's is awkward and disagreeable. His good offices are offensive, and his companionship is tiresome. Is it that either plans, or thinks of, his behavior? It is rather the effect, in each case, of the bestowment, or the lack of a thousand gentle corrections and chidings. The nameless charms of manner, like the tints of an evening sky, throw a grace over the world of society, which is not less valuable because indescribable. Is it not a teacher's province to labor to form? For, by and by, their behavior will be governed by habit; and this habit will be the result of every act of thoughtful propriety, or thoughtless vulgarism, of regard or disregard to the quality of one's behavior towards parents, friends, teachers, and playmates. Not one smile, not one frown, not one outbreak of impatience, not one pert word, nor "slang" phrase, not one quiet submission to authority, not one gentle wave of the hand, but leaves an impress upon the soul, which shall be seen as its clothing of ugliness or beauty, when spirit eyes shall be opened to see things as they are.

Again, look at each practical habit, as punctuality, cleanliness, order, correctness, application. In all these respects "the child is father of the man." A man's sense of propriety, the requirements of interest, and convictions of duty are usually powerless before well established habits. Resolutions of amendment do not bring about reformations. Even men of observation acknowledge, with great reluctance, a thing so contrary to what seems to be the testimony of consciousness respecting the efficiency of the will; much less do the *young* believe it. Should not the teacher, so far as possible, watch the actions of his pupils, from day to day, remembering that every act forms an invisable fibre for that cable which will bind

the will of the man? 'Not one act, nor one neglect of action is unimportant; for if wrong it brings rotten fibres, and weakness, into what should become the cable of their strength.

Look, again, at the pleasures of Taste. The pursuit of wealth is the great Maelstrom, absorbing the attention of all, until the eye becomes blind to thousands of beauties, and the ear deaf to melodies, and the heart unsusceptible to sentiments, all of which would otherwise come laden with the sweets of gratification to the unperverted taste.

> "Who has no inward beauty, none perceives
> Though all around is beautiful."

For the inward beauty of the soul is what sheds the lustre, and lends the charm to color and sound. Sadly, sadly they mistake who shut the soul's inward ear, and inward eye, and then call the earth mute and dull, and so perversely walk unmoved, amidst earth's wonders. Would they know how far they have wandered from the simplicity of the enjoyment which Nature made them for, let them in some sunny time of memory recall the time,

> "When the earth teemed about them with fairy delight,
> And daisies and buttercups gladden their sight
> Like treasures of silver and gold."

The true value of parks and groves, of fountains and flower-plots, of the fine proportions of houses, of statues and pictures, is not in their possession, but in their appreciation. Yet the spirit of these times forbid even half the full enjoyment of any of them, unless the more sordid feeling of possession is added. A truer culture gives the man a rich possession in all beautiful things of the earth. Others may plant and tend the mountain groves, but none can have monopoly of their varying green, of their autumn hues, and the deepening shades of declining

day, as they silently creep into gentle hill side depressions. Endowed with a love of Nature, its valleys and hills, its trees and brooks, and rocks, and flowers, and being by nature an heir to their whole wealth of beauty, the child may yet be led to neglect, more and more, this store of enjoyment, until, as a man he walks blindfold in the midst of earth's manifold miracles of beauty. "There is no speculation in his eyes." Cannot the teacher, by helping to a proper observation of wayside brooks, and plants, and rocks, and trees, and the exhaustless sky, do much to preserve in the hearts of those who will be men, the proper appreciation, and enjoyment, and good influences of Nature?

What is the true philosophy of life? What constitutes true wealth? What the world calls wealth is neither good nor bad. Discoveries, and inventions, railways, steamboats and telegraphs, the printing press, and the cotton mill, prompting as they do the Greek poet's exclamation of "all inventive man!" are, yet, glorious, only in connexion with man's *immortality.* That ennobles all things. When, therefore, we find men making use of these inventions without one feeling of wonder, and applying all the powers of immortal spirits to the gain of perishable wealth, "digging for dross with mattocks made of gold," living as though man were for the world and not the world for man, is there not something in the sight at which our reason, and conscience, and highest aspirations all revolt? How, on the contrary, will the soul bow down in homage to a man who devotes his life to some noble cause! We gain a little of that greatness which Solomon had, when he said with solemn emphasis,—"He that ruleth his own spirit is greater than he that taketh a city." We admire a moral purpose that has a *will in it.*

The value of life is in the discipline it affords. True wealth is of the heart, and mind; and consists of right principles, just judgments and sentiments, valuable ac-

quisitions, and, though last by no means least, a trained will. Blessed, says Christ, are the poor in spirit; are they that mourn; are the meek; are they who hunger after righteousness; are the merciful; the pure in heart; the persecuted for righteousness' sake: strange objects of blessing, as this world goes. Yet if we would become the possessors of these virtues, how shall we set ourselves to the attainment of them? Here, no approval, nor admiration of them, no resolution to adopt them, nor feeling of harmony with their spirit, while we are quietly contemplating them, either constitutes, or procures them. By a slow process of assimilation, these virtues are to be acquired, like other gains, little by little, in the ordinary discipline of life. All the little things that occur in our daily life, in the home circle, or the society of friends, or places of business either strengthen certain virtues, and do each its work in the formation of a good character, or else are so many occasions for the strengthening of the opposite vices. From little things our characters gather in the most part of their strength. In agreement with this presentation of the importance of little things we are told that one of the principles of the last judgment shall be:—"He that is faithful in that which is least, is faithful also in much, and he that is unjust in the least, is unjust in much." Who knows, but, in the duties of the life to come, we shall *need* the patience, or the habits of industry, and order, or the self control, or decision of character which we ought to acquire in this life? We *do* know that we are, at least, to present *character* as the grand result of a life's work. He who has a living faith in this view of things has solved the problem of the highest good of life. He has hit upon the true philosopher's stone, that

> "Turneth, with the power of Midas
> All things into gold."

READING AND SPELLING.

MR. EDITOR,—I am not a very aged man, but I wear a wig, and cannot help thinking it has added much to my wisdom. I was induced to try this means of promoting a sound judgment and learning, by wood cuts representing famous men. These cuts adorned the pages of a magazine which I read monthly, all through my teens. I should say, perhaps, that "wood cuts" are in modern language "elegant illustrations," and that I am no longer in my teens. My special need of so early a development of sound judgment, and so much learning, in my teens,—in short, of *a wig*, arose from two sources. First, my profession, that of teaching, requiring discretion, patience, meekness, energy, quick decision, and "every virtue under heaven;" and, secondly, the very wide range of instruction now given in our country schools. I found, alas! so it seems to me, that what was gained in *extension* has been generally lost in *intention*. Had more thoroughness, and less variety, of instruction been attempted by me, in my teaching, I should now have less cause to be ashamed of some of my former pupils. But did you ever know any one to learn a good thing from another man's experience?

Now, Mr. Editor, I would like to have some of my "notions" tried. I cannot warrant all the wares of "my experience," but they go well with me. We should remember that the People's Colleges are now filled with the future citizens of our State, and that the most of the pupils will receive their entire book education within the common school houses, and by teachers such as we.

I would suggest whether the old fashioned curriculum of *Reading, Spelling, Writing, and Ciphering* is not too much displaced, for the sake of "higher branches," in these later days. I do not mean that common branches are not pur-

sued in our schools, or that pupils are not kept at them *years* enough; for you know the pupil commences early in his course with all, and continues all these studies, winter after winter, until he arrives at that highest school dignity, where he "drops" the Reading and Spelling, and Geography; and, unless he takes grammar, does nothing but sit upon the back seat and cipher. But have they not lost something of their former prominence in the estimation of teacher and pupil? They lie at the foundation of a good education, and it should be the teacher's aim to secure a good knowledge of them. Let other branches of study, if need be, wait. If other studies are pursued, never let the feeling grow up that these primary branches are of secondary importance. From large to small, let all scholars feel that Reading and Spelling are of daily necessity, because of great importance. I have more to say on Reading, and hope, Mr. Editor, you will allow me a new paragraph. Please to head it

READING.

Reading is one of the *Fine Arts.* But few attain a high decree of excellence in it. There is hardly a paragraph we pronounce, which a really good reader would not cause to appear as *new*, from his skill in emphasis and inflection. Actors and professional readers *study* pieces which most persons would be surprised to learn had cost any labor at all. The following anecdote of the Tragedian, BOOTH, in illustration of my remarks, was cut from the *Episcopal Recorder:*

A friend tells us an anecdote of Booth, the great tragedian, which we do not recollect having seen in print. It occurred in the palmy days of his fame, before the sparkle of his great black eye had been dimmed by that bane of Genius, strong drink. Booth and several friends had been invited to dine with an old gentleman at Baltimore of distinguished kindness, urbanity and piety. The host, though disapproving of going to theatres and theatre-going-men, had heard so much of Booth's remarkable

powers, that curiosity to see the man, had, in this instance, overcome all these scruples and prejudices. After the entertainment was over, lamps lighted, and the company re-seated in the drawing room, some one requested Booth as a particular favor, and one which all present would doubtless appreciate, to read aloud the Lord's Prayer. Booth expressed his ready willingness to afford them this gratification, and all eyes were turned expectantly upon him. Booth rose slow and reverently from his chair. It was wonderful to watch the play of emotions that convulsed his countenance. He became deathly pale, and his eyes, turned tremblingly upwards, were wet with tears. As yet he had not spoken. The silence could be felt. It became absolutely painful, until at last the spell was broken as by an electric stroke, as his rich toned voice, from white lips, syllabled forth, "Our Father who art in Heaven," &c., with a pathos and ferved solemnity that thrilled all hearts. He had finished. The silence continued. Not a voice was heard or a muscle moved in his rapt audience, until from a remote corner of the room a subdued sob was heard, and the old gentleman (their host) stepped forward with streaming eyes and tottering frame and seized Booth by the hand. "Sir," said he in broken accents, "you have afforded me a pleasure for which my whole future life will feel grateful. I am an old man, and every day, from boyhood to the present time, I thought I had repeated the Lord's prayer, but I have never heard it before, *never*." "You are right," replied Booth; "to read that prayer as it *should* be read has cost me the severest study and labor for thirty years, and I am far from being yet satisfied with my rendering of that wonderful production. Hardly one person in ten thousand comprehends how much beauty, tenderness and grandeur can be condensed in a space so small and words so simple. That prayer of itself sufficiently illustrates the truth of the Bible, and stamps upon it the seal of Divinity."

So great was the effect produced (says our informant, who was present,) that the conversation was sustained but a short time longer in subdued monosyllables, and almost entirely ceased; and soon after, at an early hour, the company broke up, and retired to their several homes, with sad faces and full hearts.

In the foregoing extract two facts appear — that good Reading is a noble and uncommon acquirement, and that it is the *result of labor*. Now will your readers tolerate a proposition or two, and their corollaries.

PROP. I. (in the words of Mr. G. F. THAYER) *No one can, unless by accident, read appropriately what he does not understand.* PROOF. Appeal to common sense. Q. E. D.

COR. 1. Good reading is a source of genuine culture.

The lifeless words sleep upon the printed page. They are only symbols. Good reading implies the work of apprehension and appreciation. The imagination must be awake to form the pictures, to arrange parts, to weave relations, in accordance with the requirements of the paragraphs. Feeling cannot help following. There is required the skill to represent in tone, and inflection, and quality of voice, and emphasis, the thought and sentiment of the piece. And this again deepens the influence of the piece upon the heart and mind.

Cor. 2. It is the teacher's duty to exercise much care in the selection of pieces which shall be worthy of a place in the memory of the reader, in after years.

Cor. 3. It is his duty to see that the pupil understands the several words, and then that he comprehends the piece as a whole. Too much labor, here, is hardly possible. The pupil's imagination is to be *coaxed* into exercise, by your genial criticisms and questionings.

Cor. 4. It is better that any class in school should read but a few pieces, during your whole winter term, *and read them well,* than to go over many in a slovenly way. When your class leave a paragraph, why should they not be supposed to know how *to read that paragraph well,* just as much as passing a lesson in geography, presupposes that the lesson is learned? Then, the pieces, so studied, should be returned to, again and again, every few weeks. There is more genuine cultivation from the *mastery* of one piece than can come from the partial study of many.

Prop. II. *You,* teachers, will be the *models* for your pupils. *You* must read the sentence as you desire them to do. *You* should study rules, *they* will follow you. My corollary is that the teacher must discipline *himself* as he disciplines his pupils. Open Milton, and try to

understand, and then express the high thoughts and lofty emotions worded there. Open Shakspeare and imagine yourself to be Garrick, that you may be assisted to personate Macbeth, in saying—

"I conjure you by that which you profess," &c.

Most important of all, *study the pieces you are to teach* Try one inflection and then another, one emphasis and then another, test and compare. You are far in advance of most educated men, if you can give the best rendering of any paragraph without careful study.

Then, the pupil will follow your tones and inflections. If, as is often the case, he cannot distinguish the falling from the rising inflection, put the word into the sentence, "Did I say —— or ——?" and inflect strongly. Let the pupil imitate. Keep up an *animation* in the exercise. Let the pupils in succession try the same sentence, and then the class in concert. Then the first one is ready to proceed. Keep a list of the more common errors in pronunciation, and from day to day, give out the list, pronouncing the words improperly, and letting the class, or school in concert, pronounce the same correctly. As ben — class bin (been); ex-*quis*-ite, *ex*quisite; griev-i-ous, grie-vous; la-*men*table, *lam*-entable, part-ciple, participle; I done it, I did it; I will set here, I will sit here; will learn him, will teach him; I'll git it, I'll get it, &c. &c.

Horace, in the *Ars Poetica*, says the muse has given the Greeks the most finished expression (*ore rotundo loqui*); but the youth of Michigan should be taught, to do at least what the companions of Ezra did, *Vide Neh.* VIII., 8; to read in the book distinctly, and give the sense, and cause to understand the reading.

Spelling.

The use your pupils will make of their knowledge of spelling will be chiefly in writing. Hence they will need the practice of detecting error *by sight*, rather than by sound. Therefore the plan, so extensively introduced into our schools of late, of putting out words for the class to write on slates, and then by some means securing their correction in the hearing of the class; as by having them exchange slates, and then read the spelling of the words in turn, — is a good one. *Try it*, part of the time.

It is common to give out column after column in the spelling book to be learned—without going back to review—to bring up again the same words to the attention of the pupils. It would be better, every week, to review the spelling lessons of the week, and, every month, the spelling lessons of the month; increasing, of course, the length of these lessons in review. The rules for English spelling are but few. Our language has come from several other languages, and has preserved many of their peculiarities of spelling. So it happens, that instead of one letter for each elementary sound, and but one sound for each letter, we have several sounds for each, of many letters and combinations, and several letters and combinations representing more than one sound. Wm. Gregory, M.D., Prof. of Chemistry in the University of Edinburgh, once versified the case of a Frenchman:

"The spelling so bothered his brain
That he said to the doctor 'I've got a bad *cow*;'
When the doctor could only reply by a bow.
Again he attempted: 'I've got a bad *coo*.'
But the doctor was dumb. Seeing this would not do,
He bethought him again: 'I have got a bad *co*.'
And he thought that the doctor was terribly slow.
And exclaimed to himself, 'C'est un médicine négaud.'
But he tried it once more: 'I have got a bad *cuff*.'

The doctor lost patience, and said, in a huff,
'If thus *you go on*, *I* must take myself *off*.'
'That's it!' cries the Frenchman, 'I have got a bad *cough*.'
Now the Frenchman was clearly each time in the right;
For in spelling '*bough*, *through*, *though*, *rough*, *cough*,' do unite.
Besides, for the very same letters we're taught,
The three sounds which occur in '*hough*, *hiccough*, and *bought*.'
And how could a foreigner possibly tell
What *o-u-g-h* were intended to spell?"

Those words which are often misspelt should be noted and put out again and again. In this branch of study, as in every other, it is necessary frequently *to review.*

But, Mr. Editor, I am quite frightened at the length of this letter. I meant to ask the teachers whether they "had music in themselves" or whether they "were fit for treasons, stratagems, and spoils." Or rather I meant to ask if they had music in their schools; and to urge them to *try it,* and not to be *afraid* to try new plans. I meant to ask what they were doing *with the little ones who are too young to study.* Perhaps some might think this would be like LONGFELLOW'S great western roads, that "dwindle to a squirrel track and run up a tree." Let them think as they will, I now withdraw my head under my

WIG.

STUDY OF THE ANGLO-SAXON LANGUAGE.

TRAVELERS in foreign countries, after even a short absence from home, are wont to feel that they never before understood the customs and institutions of their own land. They have taken their position for its observation *outside* the object itself; they have gained a means of just comparison. And oddly enough the wonder excited in the traveler's mind is twofold, wonder at the sameness of the general features of land, and vegetable growth, and

man; and wonder at the diversities. The same remarks hold true, in regard to the comparison of any particular work or institution with its counterpart abroad.

The same is true of language. "He who studies but one language," says Mr. DWIGHT, in his late work on modern Philology, "must stand on the outside of the gate of even that."

The Anglo-Saxon is the parent of the English Language. While it is generally admitted that the study of Latin *vivifies* our knowledge of English, it is too often taken for granted that we know the Saxon derivatives as well without, as we should *with*, a knowledge of the Saxon primitives. On the contrary, changes of signification attend the Saxon, as the Latin elements, in their passage into English. The words often bring a history of old times and notions with them, if we only knew how to see it.

In the value of the stores treasured in it, the Anglo-Saxon can lay no claim to a rank with the Latin, German and French. But, on the other hand, it does not demand a like expenditure of time. Many teachers would find it a pleasant employment during the winter evenings to become acqainted with the roots of English words, as they are to be found in Anglo-Saxon, and to compare the grammatical constructions of the two languages. It is now no longer held, as it was some years ago, that the syntactical structure of our language was *made up*, after the time of the Norman conquest, from a union of Latin and Saxon: — the grammar of our language is Anglo-Saxon, deprived of many declentional endings, and other complexities. The study of a good Anglo-Saxon manual of grammar will do much to divest teachers of their prejudices in favor of the Latin-grammar presentation of the facts of our Etymology and Syntax: — a prejudice which Mr. SILL, of the Normal School, has, both in this Journal,

and in the method of his English grammar, so vigorously combatted.

Books are not hard to obtain. The grammar of KLIPSTEIN, published by G. P. PUTNAM, New York, was stereotyped, and can be had by application to any bookseller. If he has it not, he will, willingly send for it. It is an excellent grammar, arranging the cases of nouns, and genders of adjectives, as they are in our Latin grammars. The book has no Reading Lessons, and no Vocabulary. Its price is $1.25. KLIPSTEIN also edited a work of extracts in two vols.; the first prose, the second verse; no Dictionary; at $4.00. The "Gospels" are out of print. BOSWORTH'S compendious Dictionary, an English work, costs $3.00, and can be procured without difficulty by Booksellers.

The text book used by a class in the Agricultural College who chose Anglo-Saxon as an elective study, was *Vernon's Anglo-Saxon Guide.* It is a grammar, followed by extracts in prose and verse. There is no Dictionary, but the words are explained somewhere in the volume previously to their use, or in foot notes. It is an abridgment of the standard grammar of Professor RASK of Copenhagen, the illustrations from the Scandinavian languages being displaced by illustrations from Old English, Scotch, German, Dutch, Greek, and Latin. It is a small book, and an excellent manual for those who are willing *to learn all as they go, illustrations as well as principles*; or to be to the trouble of entering each word in an alphabetical list. Messrs. SEVER and FRANCIS, Cambridge, Mass., will send the book, by mail, postage paid, on receipt of $1.35. The unabridged RASK, not very much larger than VERNON'S Abridgment, is not generally for sale in the Eastern cities, and will cost $2.67.

The changes by which Anglo-Saxon became English forms an interesting study. The general principles are given in several works easily procured.

They are briefly given in SPAULDING'S English Literature, an excellent manual, costing $1.00. The farther back one goes into our literature the more nearly do the forms correspond to the Anglo-Saxon, until it becomes quite impossible to read the Early Metrical Romances, of an age prior to Chaucer, without a knowledge of that language. Even the notes and illustrations of Mr. ELLIS in his volume of specimens, published in the BOHN'S Antiquarian Library, are insufficient to unfold the meanings of very many a passage.

BE IN EARNEST.

BY MISS PAMELIA S. VINING.

BE in earnest, men and women,
Life is not the summer dream
Of the careless child that gathers
Daisies in the noontide beam.
It hath conflict, it hath danger,
It hath sorrow, toil, and strife;
Yet the weak alone will falter
In the battle-field of life.

There are burdens you may lighten,
Toiling, struggling ones to cheer;
Tear-dimmed eyes that you may brighten,
Thorny paths that you may clear;
Erring ones, despised, neglected,
You may lead to duty back;
Beacon lights, to be erected,
All along life's clouded track.

There are wrongs that must be righted,
Sacred rights to be maintained,
Truths, though trampled long and slighted,
'Mid the strife to be maintained;

Heavy brooding mists to scatter—
Mists of ignorance and sin,
Superstition's walls to shatter,
Would you let the daylight in.

Boundless is the field and fertile,
Let the plowshare deep be driven;
So, at length, the glorious harvest
Shall look smiling up to heaven.
Sow the seed at early morning,
Nor at evening stay your hand;
Precious fruits the earth adorning,
Shall at length around you stand.

Be in earnest, men and women,
Life is not the summer dream
Of the careless child that gathers
Daisies in the noontide beam.
It hath sorrow, it hath danger,
It hath conflict, toil and strife;
Yet the weak alone will falter
In the battle-field of life.

THE VALUE OF LIBRARIES.

The following extracts, which we quote from the last annual Report of Hon. L. C. DRAPER, Superintendent of Public Instruction, Wisconsin, are timely and useful in our own State. The awakening interest felt in our several District Libraries, is full of promise for the intelligence and intellectual glory of our State:

Next to the Common School, we want, in an educational point of view, more and better books for the people to read; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the Representatives of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer

"It is chiefly through books," observed the late Dr. Channing, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. *God be thanked for books!* They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. No matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. To make this means of culture effectual, a man must select good books, such as have been written by right-minded and strong-minded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. Channing, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude; and in this way a change of habits is going on in society, highly favorable to the culture of the people. Instead of depending on casual rumor and loose conversation for most of their knowledge and objects of thought; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbors, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages; and the results must be a deliberateness and independence of

judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation. Its peaceful agency is to supercede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations."

"For many years," remarks that faithful friend of education, George B. Emerson, "and many times a year, I have passed by the shop of a dilligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day you may see him at his work, or chating with his neighbors. At night, he sits down in his parlor, by his quiet fireside, and enjoys the company of his friends. And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Granada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood of poetry, his neighbor Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *two years before the mast.* Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the and before; or Professor Espy tries to show him how to flood predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel from across the ocean, and he comes and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night.

Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and, as he sang almost three thousand years ago among the Grecian isles, sings the war of Troy or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed; — and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbors in Boston lately strove in vain to see,— Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

"My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neighbor of his, who had in his early years the same advantages, but who did not improve them; — who had never gained this love of reading, and who now, in consequence, instead of living this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

"Some of you, perhaps, are looking forward to the life of a farmer; — a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer's frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own

poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them; for he is a lover of trees, and so am I; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and their uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

"On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm and garden in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones, — for it was an old place he had bought, — nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardner, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man, and might have been a happy one but for a single misfortune— *he had not learned to enjoy reading.* The love of reading is a blessing in any pursuit, in any course of life; — not less to the merchant and sailor than to the mechanic and farmer. What was it but love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir JOHN HERSCHEL, "which should stand me in stead,

under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, any you place him in contact with the best society in every period of history — with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations — a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. EDWARDS. "are the great storehouses of the knowledge which the observation, experience and researches of successive generations have been accumulating. They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims FENELON, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The *working man.*" says RUFUS CHOATE — "by whom I mean the whole *brotherhood of industry* — should set on mental culture, and that knowledge which is wisdom, a value so high — only not supreme — subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; foregetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes' — some self-reproach, perhaps — follow you within the door; chill the fire-side; sow the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up *in youth*, and held fast in all fortune, *a genuine and passionate love of reading.* True balm of hurt

minds; of surer and more healthful charm than 'poppy or mandragora, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him; reflects that he has done all that might become a man to avoid, or bear it; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahommedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience, to the unrighteous sentence of the law; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubrind, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence.'"

"Libraries for the people are wanted," exclaims LAMARTINE, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, and the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home, that centre of affection and virtue, the beneficial, high-toned poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung, the human heart and the human intellect; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room; they must cost little; they must adapt themselves to the manners, the fortuue, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

DEPARTMENT OF PUBLIC INSTRUCTION.

The List of Library Books.

A LIST of books for the Township and District Libraries, has been selected with great care by the State Board of Education, and a contract made with F. RAYMOND & Co., Detroit, the lowest responsible bidders, to furnish the same to the Districts at stipulated prices.

A circular, containing the list with prices, and also instructions for procuring the books, has been sent, as required by law, to each Township Clerk, and District Director throughout the State.

Good libraries are an important Educational agency, and are indispensable to an intelligent people. It is to be hoped that the extraordinary cheapness of the books under this contract, and the strong and beautiful uniform binding in which they are to be furnished, may induce many districts to purchase libraries. With a little effort a sum of $25 might be raised by subscription, in any ordinary district, which may unfortunately be without public library money this year. The presence of so many new books in the District would be found to exercise a most striking and beneficial influence upon the character and progress of the school. No money could be expended more profitably.

A list of the books selected is given here for general reference:

HISTORY.

Bancroft's United States, 7 vols.
Hume's England, 6 v.
Macauley's do 4 v.
Michelet's France, 2 v. 8vo.
Kohlrausch's Germany, 1 v. 8vo.
Thiers' French Revolution, 4 v.
Lamartine's French Revolution of 1848, 1 v. 12mo.
The Girondists: Lamartine, 3 v.
Lamartine's Turkey, 3 v.
Motley's Dutch Republic, 3 v.
Sismondi's Italian Republics, 1 v. 12mo.
Arnold's Rome, 1 v. 8vo.
Liddell's Rome, 1 v. 12mo.
Smith's Greece, 1 v. 12mo.
Hallam's Middle Ages, 1 v. 8vo.
Prescott's Ferdinand & Isabella, 3 v. 8vo.
Prescott's Conquest of Mexico, 3 v. 8vo.
Prescott's Conquest of Peru, 2 v. 8vo.
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School Laws.

A supply of the new volume of School laws has been sent to the several county clerks, for all the districts in the State. Township Clerks who have not already received the supply for their townships, will please apply at once to the County Clerks for them.

Teachers wishing to see the school laws will find a copy in the hands of each member of the District Board.

Agricultural College.

The next College year of this Institution will begin the last Wednesday of February next. Students wishing to enter should apply early. Application may be made by letter, to Professor L. R. Fisk, Agricultural College, Lansing, or to the Superintendent of Public Instruction, Lansing.

Terms: The proper Agricultural course occupies two years. Candidates for this course must pass a satisfactory examination in the common English branches, in elementary Algebra,

and plain Geometry, in elementary Natural Philosophy and Chemistry, and in Physical Geography.

There will be also a *preparatory course*, embracing the above studies, except the common English branches. Any student of the age of fifteen years may be admitted to the preparatory course, on passing a satisfactory examination in English Grammar, Geography, and Arithmetic.

There is no charge for tuition. Six dollars a year will be charged for room rent. A part of the rooms are fully furnished. The others are provided only with stove, and bedstead. An extra charge of $6 a year will be made for furnished rooms.

Each student, when in health, is required to work three hours each day, for which he receives a compensation, according to ability and diligence, not exceeding eight cents an hour, to be allowed in payment of board. The expense for board will not exceed $2 a week, washing not more than 48 cents per dozen pieces.

It will be seen that industrious students may pay a large proportion of their board by their labor. Those wishing more particular information should apply for a circular.

Reports have been received at the Office of Public Instruction, Michigan, for the year ending in September last, from 625 townships and cities — an increase of 20 from the previous year. Reports from a few more townships are expected. The number of children between 4 and 18 years of age, returned in the Reports received, in a little less than four thousand districts, is 236,272 — an increase of above *nine thousand* since the previous reports.

In the February number we shall be able to give the aggregate of all the interesting statistics furnished by the Annual Reports to the Office of Public Instruction.

RESIDENT EDITOR'S DEPARTMENT.

SALUTATORY.—Another year is gone! Like the Shetland pony which performed the "ring exercises" in the old fashioned menageries, our rollicking planet has sped its circuit, careering past the wild beasts which the astronomical showmen have stationed along its path, beginning with Taurus, the Bull, and ending with the Fishes. Undisturbed by signs in the heavens or "signs of the times," the old earth has silently pursued her march down the Eternities, unmindful of the unresting toil and turmoil of the millions who dwell upon her surface, reaping life from her patient soil, parceling her broad bosom into states and kingdoms, and weaving for themselves destinies more enduring them her granite hills.

Another new year has come, the year of our Lord and Saviour EIGHTEEN HUNDRED and SIXTY! Men hail each other with cheerful greetings of the "Happy New Year," and the toils and trials of the Past are all forgotten in the joyous hope of the Future. No new year ever dawned that mankind did not hail with the epithet "happy." There is, in humanity, an inborn and inextinguishable faith in the "Good Time Coming." No disappointments can quench it, no discouragements can appal it. Like the vegetation of today, it grows rank and green amidst the dead and decaying growths of yesterday.

And there is the sublimest of prophecies ever repeating itself in this universal, ineradicable Faith; a prophecy ever working out its own fulfilment. For this hope of the future is itself a power, — an unconquerable force, struggling in the heart of Humanity. Out of it come the grandest things; Arts, ever nearing the Ideal; Sciences, ever approaching the infinite Truth; Heroisms, growing more and more Divine; Constitutions of Government; Free Schools; Universal Education; Christian Civilization, — giant steps all, in that old Jacob's ladder whose top round rests upon the threshold of Heaven.

"We may not live to see the day,
But Earth shall glisten in the ray
Of the good time coming."

"Happy New Year!" So the true soul hails it, for the golden opportunities it brings — the possibilities it hides. Sunshine or shadow, still the march goes on. Be the days granite or gold, they will still serve as blocks in the temple of time, in which we are all builders.

"All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme.

Nothing useless is or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

For the structure that we raise,
Time is with materials filled
Our to-days and yesterdays
Are the blocks with which we build."

SEVENTH VOLUME. — With this number, the MICHIGAN JOURNAL OF EDUCATION begins its seventh year. A new Editorial corps, chosen from the great Brotherhood of Michigan Teachers, enter upon duty. Each one of the twelve will supply the matter for one month, and thus this Duodecemvirate will bear sway in succession. Under this arrangement, we may look for a volume of sparkling freshness and variety, one

that shall surpass all its predecessors in richness and interest.

The undersigned has reluctantly consented to act as a Committee of the Executive Board to oversee the local management and publication. Would that some hand less burthened with care, could have been found to do this work. It will be the aim to keep the typography of the JOURNAL equal, at least, to the high standard attained the past year.

It will be issued *promptly* the FIRST of each month.

Believing that no old subscriber will consent to forego the rich monthly treat promised this year, we send this number to the most of those whose names are on the last year's list. Should any one receiving this number wish to discontinue their subscription, they will please re-mail it to the Journal of Education, Lansing. Those retaining it will be understood as wishing to subscribe.

We appeal now to the teachers of the State, to the old friends of the JOURNAL, to make this year a triumph for the JOURNAL such as it has not known before. Let it number, at least, a thousand teachers on its list. All subscriptions and communications should be sent to the undersigned, at Lansing.

J. M. GREGORY,
Chairman of Committee on Publication.

THIS NUMBER.—The December number lingered so long in our way, that we were obliged to choose between these two evils, 1st. the issue of only 32 pages this month, or, 2d. coming out behind. As the least of the two evils, we choose the former alternative. Hereafter we shall have a "clear track" and the "right of Way," and may be looked for the first of the month with *forty pages.*

THE RETIRING EDITOR.—We should do justice neither to our own feelings, nor to the common sentiment of the Teachers of the State, to permit the retiring Editor to vacate his post with no word of acknowledgment of the generous and valuable service he has done the teachers of Michigan and the cause of popular education in our State. But few have known, as we have, the earnestness and self-sacrifice with which he has prosecuted his work. Of the style in which that work has been done, we need not speak. His praise is in all the land,—in every school district where his beautiful periodical has gone. Many will regret that the other important labors crowding his hands compelled his withdrawal from his post as Editor.

NEWS AND NOTICES.

Secretaries of Educational Societies are respectfully solicited to send notices of the times of proposed meetings, and accounts of doings at the meetings held.—*Resident Editor, Lansing.*]

—The St. Joseph's County Teachers' Association held a meeting at Three Rivers the 15th of December. Such men as Sadler, and Payne, and Barnard among his teachers, St. Joseph will never need to flee into Egypt. In no County has the Teachers' Association been better sustained than in this.

—The Genessee County Teachers' Association held its annual meeting at Flint, the 29th and 30th of December, ult. Our Genesse friends do not fall asleep. They have set their faces like Flint.

NOTICE.—The Shiawassee County Teachers' Association will meet (at Corunna?) the 20th and 21st of January, inst. The Superintendent of Public Instruction has engaged to be present and address the Association.

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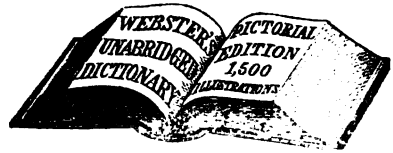

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In 1850, the Legislature of Massachusetts passed a law, giving, at the expense of the State, a copy of Webster's Unabridged Dictionary, or Worchester's Dictionary, at its option, to each School District that would provide for its safe keeping. In 1851, one year from the time the law took effect, of the 3700 Districts 3035 had taken Webster, and 105 Worchester, leaving say 450 only that have not availed themselves of the appropriation. Hon N. P. BANKS, late Speaker of the U. S. House of Representatives, who visited the schools of the State last summer and autumn, and now Governor of the State, co-operating with the Board of Education, says, "No measure of our Legislature was more popular or useful. In many towns, the Dictionary (Webster's) was the only authoritative judge and umpire in literary matters," &c.

Prof. SANBORN, of Darthmouth College, writes, after testing the work in a school under his own eyes: "The older scholars consulted it quite often, so that there were, sometimes, a number of petitioners for the book at the same time. The Dictionary has now been used three terms, and the interest in it is unabated. The pupils have become more interested in finding every word they do not understand. They read with more intelligent appreciation of their author, and understand better the subjects studied in their text-books. I am satisfied, from this trial, that Webster's Dictionary might be very profitably introduced into all our district schools. *If the teacher is interested in the use of the Dictionary, the scholars will be.* It is very easy to call forth the ambition of a whole school by encouraging the use of common-place books for recording both the *words* which are not understood, and their *definitions*. Let it be understood to be highly commendable in every pupil not to pass one word in his lesson which he could not define; and the interest in the book will become so great, that instead of one copy a dozen will be wanted for the use of the school. No one who has examined Webster's Quarto Dictionary, can doubt the utility of frequent reference to it. It is almost an Encyclopedia, as well as a book of definitions."

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EDITOR FOR THE FEBRUARY NO.,

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THE MICHIGAN JOURNAL OF EDUCATION

For 1860.

THE Executive Board, having failed to secure a successor to the present able Editor and Publishing agent, Prof. WINCHELL, have, in accordance with a vote of the State Teachers' Association, appointed *twelve Editors* after the Massachusetts plan, *each of whom will edit the Journal for a single month.* The Editorial Corps consists of the following gentlemen, whose prominent positions and known ability preclude the necessity of any commendation of them to the teachers and people of Michigan.

EDITORS FOR 1860.

Prof. T. C. ABBOT, Agricultural College,
Hon. J. M. GREGORY, Superintendent.
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Prof. E. J. BOYD, Monroe Female Seminary,
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Prof. D. PUTNAM, Kal. Union School,
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Prest. J. A. B. STONE, Kalamazoo College.

This arrangement, while it gives a wider and fuller representation to the various educational interests and institutions of the State, brings also a larger force and variety of talent to the editorial work, and must result in production of a volume of unprecedented interest and value.

The Executive Board confidently look for a large increase of the Subscription list, and earnestly invite the co-operation of Teachers throughout the State to secure so desirable a result.

Fellow Teachers! The Executive Board are but your servants in this business, and serve without expectation of reward. They rely on your active and adequate support. Each teacher can, at least send his own subscription, and send it promptly.

Let it no longer be said, to our shame, that the teachers of the State are laggards in the support of their own periodical.

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THE

MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. J. M. GREGORY, EDITOR FOR FEBRUARY. NO. II.

ANNUAL REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

To His Excellency, MOSES WISNER, *Governor of the State of Michigan:*

IN presenting the Annual Report, required by law from the Department of Public Instruction, the Superintendent cannot but express his gratification at the healthful and prosperous condition of this great branch of our public interests. Schools are the landmarks of civilization. The merely physical progress of a nation, may be indicated by the extent of its conquests, or the wide reach and richness of its commerce; but its real power and greatness will be measured best by the character and efficiency of those institutions by which its moral and intellectual life is fed and refined. Public peace, industrial thrift, and the extension of trade, which so largely attract the popular attention, may be the ripe fruits, but the intelligence and virtue of the people are the true roots and springs of the national life. Whatever ennobles and elevates man as man, strengthens and enriches the State. It is, therefore, a matter of serious congratulation to every thoughtful citizen, that the School System is efficiently accomplishing, to some considerable extent, the great public purposes for which it was organized.

The education of the people is an object of patriotic and philanthropic regard, always, and in any land; but in

a government like ours — a government of the People,— a government whose constitution is the embodiment of the people's will, whose laws are expressions of the people's sentiments, whose police is the conscience and loyalty of the people, whose soldiers are common citizens, whose exchequer is the public liberality, and whose national bulwarks are the tried patriotism and public spirit of the people — a government in which the great questions of public policy are argued and settled at the bar of public opinion, and the perils and prosperity of the State are the private cares of the people, — in a government thus thoroughly popular in its forms and forces, the Educational System, by which the minds and hearts of the people are to be informed, and the public sentiment is to be molded, assumes an importance which can never belong to it in a State less popular in its structure. The greatest of our Statesmen, the most thoughtful and wisest of our citizens, have felt most gravely this importance, and have repeatedly and eloquently urged the truth upon their countrymen, that the perpetuity and safety of our political institutions depend upon the virtue and intelligence of the people. Against the surging tides of party strife with its blinding appeals to passion and prejudice, against all those insidious tendencies to public and private corruption, engendered by the too fervid sunshine of our large liberty itself, we can oppose successfully only the cultivated intellects and hearts of an educated people. Our school houses are the true fortresses of our country. While sound learning and good morals keep guard there, our liberties can never perish. These are the arsenals where are forged and stored that public virtue, and those great national ideas which, in the time of trial, have proved the staunchest supports of the republic, and made our citizen soldiers

more than a match for the trained battalions of despotism.

And not its safety alone, but all the great interests of the State are most powerfully promoted by a true education of the people. The security of life and property, the sacred rights of conscience and opinion, the freedom of speech and of the press, of worship and of work, the suppression of vice and crime, and the promotion of the common virtue and well being, public peace and national respect and influence; all these, which constitute the main aims for which governments are instituted among men, rest down for their firmest and final support, upon the educated character and integrity of the people. They can never fail, or be wrested from a people intelligent enough to understand their own rights and duties, and manful enough to maintain them.

Thus do our schools underlie the very fabric of our government, and, like a nurturing soil, send the vital juices up through all that stately growth of prosperity and power which crowns us as with a coronal of glory, and has made our land the wonder of all nations. They are, by no means, the mere gratuity of the grown up generation to the young, as we sometimes count them, evidencing our national liberality, but not essential to the national life. They are, on the contrary, the very seed plots of all that varied forth-putting of thought and work which has filled the land with the wealth of its fruitage, — the very springs and fountain heads of those broad streams of public enterprise on which the business of the country has been borne to such magnificent results. It is the powerful play of the millions of minds, trained to action, in our common schools, that has filled our country with those triumphs of art which have blessed every home in the land, and carried the American name, in honor, to all the fields and workshops of Europe.

And the argument for Popular Education, thus strongly based in these high considerations of national safety and well being, gathers a more urgent and impressive force from the character of the age in which we live. No former age ever made such a demand for educated men or offered such a field for educated labor. Modern arts are pre-eminently scientific. The artisan must be a scholar as well as a laborer. In both agriculture and the mechanic arts, the processes are yearly becoming more and more scientific. Science has been invoked to explain the true nature and active relations of the elements and forces employed, and to reveal a more efficient and economical application of them to the uses of life. The farmer no longer follows blindly, as of old, the footsteps of his fathers, as if the light of their experience were the only lamp for his path. He asks of science what are the elements of his soils; what the laws of vegetable growth; what the powers of fertilizers; what the true conditions of a successful culture. He has learned that "brains are the best manure for his land."

The mechanic does not now, as formerly, count his trade well learned when he can copy without mistake the motions of the master workman. He studies books as well as models, and asks after the principles which underlie his processes. Analyzing the movements of his art, he cunningly harnesses the powers of machinery to do what his ancestors did by hard hand labor. A cultivated taste suggests, continually, more graceful and convenient forms for his products; an enlightened economy discovers less expensive or more durable materials, and thus the workmanship of the shop grows at once less costly and more beautiful. The successful mechanic of to-day, must have something of the artist's culture, and of the scholar's science. Like the wizard of old he has ventured to sum-

mon the giant powers of nature to his aid. Science has taught him the word of command, and he stands to witness and direct the play of the iron hands and hissing vapor which do the work of an hundred men. He needs more than the wizard's learning to master the spirits he has called into his workshop.

Thus the land is filled with delicate and powerful machinery, requiring educated men for its manufacture and repair, and educated men for its management and control. Processes of the most difficult chemistry are daily wrought in the shops and manufactories, requiring more knowledge for their success than was possessed by the professors of that science twenty years ago.

In commerce, a still more urgent demand has arisen for education, in its factors and merchants. The Steamship, the Railroad, and the Electric Telegraph have so enlarged the fields of trade, and extended the relations of commerce that the most trained and practised intellects find full employment in managing the combinations and contingencies of the great commercial enterprizes. The numerous failures in mercantile life are proofs, sad but strong, of the demands which modern trade and commerce make for better educated minds to meet their great problems and over-master their difficulties.

And everywhere the demand of the age for educated men becomes more pressing and importunate. Even the pulpit, the bar and the forum are putting forth the call for a higher style and strength of discipline. Truth must be maintained with a more perfect argumentation, and duty enforced with a more comprehensive and powerful appeal, when error and sin entrench themselves in educated minds, and the passions borrow power from the presence of so many opportunities and incitements to gratification.

The universality of this need and demand for educa-

tion, proves that the benefit will be likewise universal. No home but will be enlightened by the increase of public intelligence; no art but will feel the impulse of the general culture; no branch of business but will be promoted by the enlarged spirit of enterprise; no fortune but will be enhanced in value by the heightened public well being; no citizen but will reap his proportionate good from the increase of social virtue, and the multiplication of educated minds.

I have thus largely stated the argument for popular education, that I might show how broad is the ground of public right and public expediency on which the State has erected its system of Public Schools, and might also attract a more earnest attention of all good citizens toward a department of the public service on which the real prosperity of the country and of all classes of its people so essentially depend. In the light of this review, it will not only appear how plain and important is the right of the State to undertake the education of its youth, but also how selfish and illogical is the plea of those who claim that education is a mere private interest of Parents and their children. The great aggregates of intelligence, wrought out by our public schools, can never be shut in by the limits of the family circles where the pupils chance to find their homes through the years of their minority. Childhood and pupilage usually end together. The scholar graduates a citizen. His learning goes to swell the tide of public intelligence. All society shares in whatever of good or evil he brings with him into the common citizenship, and the State that fails to educate the child, may find itself compelled to support or punish the man.

A nation's wealth lies in its ideas. Its real strength is to be measured not by the number of human bodies counted in its census, but by the number of thinking

souls in its homes. Its great men are a part of its common capital; the State is not only glorified, but enriched by their presence. The schools that gave Washington and Franklin and Webster, Fulton and Morse to the Union, contributed more to its wealth than a hundred Banks could have done. He who counts the work of the schools a private work, and therefore to be supported by private tax of parent or pupil, has not learned the alphabet of true political economy.

The law which requires the Superintendent of Public Instruction to make an annual Report, provides that such Report shall contain:

1. A statement of the Condition of the University [and its branches], of all incorporate Literary Institutions and of the Primary Schools;

2. Estimates, and amounts of expenditures of the School money;

3. Plans for the improvement and management of all educational Funds, and for the better organization of the educational System, if, in his opinion, the same be required;

4. The Condition of the Normal School;

5. The annual Report of the Board of Control of the Reform School;

6. All such other matters relating to his office, and the subject of Education generally as he shall deem expedient to communicate.

The University.

Appended to this report will be found the Annual Report of the Board of Regents, and also that of the Board of Visitors. These documents exhibit in detail a statement of the present condition of the institution, and of its history for the past year. I am happy to be able

to add, from personal inspection, my testimony to the highly prosperous condition of this, our chief seat of learning. Its growing reputation is reflecting a most attractive renown upon the State, while its prosperity is re-acting with a beneficial influence upon our whole educational system.

The supposition is false that the benefits of this Institution are confined to those alone who share in its immediate instructions. The very existence of the higher institutions of learning is a perpetual incentive to the general spirit of scholarship. The common school feels the attraction of higher aims in the presence of the College, while the College affords better teachers, and an ever widening field of learning for the pupils of these lower schools.

It is worthy of notice that a large proportion of the students of the University are poor or self-sustaining. This fact deserves to be more widely known, not only because it effectually answers the charge, sometimes made, of aristocratic tendencies, but because of the assurance it proffers to every young man, however poor or friendless, that a liberal education lies within his reach, if he has but the will and the industry to pursue it.

From the report of the President, will be seen that there were in attendance at the University, the past year, four hundred and thirty (430) students, 143 being in the Medical Department, and 287 in the Department of science and the arts. Twenty-four of the former, and thirty-nine of the latter were graduated. The number of students in attendance, the current year, is more than five hundred and fifty (550). The law department newly opened has enrolled 75 students.

The affairs of the University have been managed by the Regents with a prudence and success that are wor-

thy of high praise. They have met the extraordinary questions that have arisen, with singular calmness and wisdom, which, while they have preserved the institution from the shock of sudden revolutions, have left the hope that no praticable step in progress will be shrunk from, when the wants of the age and a ripened public sentiment shall demand it.

The State Normal School.

The report of the State Board of Education and accompanying documents, which will be found in the appendix, exhibit in detail the state of this important State Institution. Its prosperity, so gratifying to every friend of our Public Schools, seems scarcely to have been affected by the severe calamity to which it was subjected by the fire which destroyed the Normal School Building. The work of re-building is going rapidly forward, and it is hoped the School may be in possession of its old quarters again by the first of May, 1860.

It has been felt as an embarrassment in all the Normal Schools in this country, that the general and preparatory education of those offering themselves as candidates for the Normal course of Study, is so deficient, as to necessitate the admixture of a large proportion of common educational teaching with the professional instructions. The pupils have to be educated to a knowledge of the common elements of learning, as well as to be taught the art of teaching. It would be both idle and foolish to attempt to instruct one in the laws and methods of teaching mathematics, who does not understand simple arithmetic, or to make a good teacher of grammar or geography out of a pupil who does not intelligently comprehend those branches. And as the great majorities of those who apply for professional training, are but poorly grounded even in these ele-

mentary branches, it has been found necessary to make the Normal Schools a combination of the Academy and Professional School.

It should be remembered, however, in mitigation of any regret which may be felt at this necessity, that the branches thus taught are the same which the pupils are to teach in their turn, and that the theory and art of teaching can be best communicated in the progress of a thorough review of the subjects of teaching.

It is not, however, to be denied that the Normal School might be made to accomplish much more of its own proper work, if it could be relieved of some portion of this work of the academy. Could it receive its pupils, thoroughly instructed in the elementary branches of learning, much more time could be devoted to the study of the theory of education, and to a practical training in the methods of teaching and governing schools.

As the standard of scholarship in the common and high schools of the State shall be raised, it will, doubtless, be found practicable to raise the standard of qualification for admission to the Normal Course. In the meantime, much will be accomplished by the increase of the professional spirit of the school, such as, I believe, it is the steady aim of the Faculty to promote. This spirit may be made so pervasive and absorbing, that every pupil will be filled with an ardent love for the great work for which he is preparing, and every study will be pursued with a practical reference to its uses in the business of education.

The question of the establishment of additional Normal Schools in this state, has often arisen among those who know the utter inadequacy of this one school, to supply the thousands of teachers needed yearly in the State. A little reflection will, however, convince every one that it would be futile to attempt to supply all of our Schools with

qualified teachers by means of Normal Schools. The number of teachers employed in the public schools of Michigan, during the year ending September, 1859, was Seven thousand five hundred and four. Of these, probably not less than Two thousand were without any previous experience in teaching, and it is safe to affirm that the ranks of our public school teachers must be reinforced each year with more than two thousand fresh recruits. To furnish these new teachers with professional training, would require Twenty Normal Schools of the same capacity as that at Ypsilanti, costing an annual expenditure of nearly two hundred thousand dollars.

But a more fatal objection to this plan for providing normal instruction, will be found in the fact that the great majority of these teachers resort to teaching as a temporary employment, and, not expecting to remain more than one or two quarters in the school room, they would not consent to undertake a long and toilsome preparation for a business so brief and uncertain. Could our present State Normal School, be relieved on the one hand from some portion of the labor of merely academic instruction, and provided on the other hand, with increased accommodations for students it would probably be able to furnish professional training to all who wish to devote themselves somewhat permanently to the business of teaching, and who desire to pursue a full course of normal instruction.

But the question of providing an adequate supply of well qualified teachers for the public schools, — the gravest and most vital of all the questions concerning our system of public education, — demands some practical solution, or the system itself must fail of any high success. It is vain to expect good schools without good

teachers, and equally in vain, to expect good teachers without a special preparation for their work.

The increasing demand for better qualified teachers, now happily becoming general throughout the State, is slowly inducing its own supply. Most of the Colleges, and Academies, and leading Union Schools, influenced by the inquiry for special instruction on the part of these who wish to teach, have organized Teachers Classes, and several hundreds of teachers are annually sent forth from these classes, to give instruction in the public schools of the State.

Could these Teachers' Classes be subjected to an annual examination by the Superintendent of Public Instruction, or such examiners as he might appoint, and certificates, as teachers, given by the Superintendent to such as should give evidence that they had thoroughly completed some prescribed course of study, and were competent to the care and management of a primary school, the success and usefulness of such classes would be greatly increased. Both teachers and pupils would labor with a more ardent zeal when their work was to be submitted to an examination under State authority, and if successful, was to be rewarded with a State certificate.

If, in addition to these examinations, a Normal Fund could be created from the Swamp Land Fund, or from some other source, and the proceeds of this fund could be distributed to those institutions which should establish Normal or Teachers' Classes, in proportion to the number of pupils who should pass satisfactorily the annual examinations, the tuition of such pupils being made thereby free, a most powerful impulse would be given to the business of normal instruction in the State,

and the great question of our School System, the question of a supply of qualified teachers, would come nigh to a satisfactory answer. To guard against abuse, it might be required that candidates, for the benefit of the fund, should be required to sign a certificate of their intention to teach, similar to that required of students in the State Normal School.

The influence of such examinations and fund, could not but react with great power also upon the general character and efficiency of our higher institutions of learning. A generous and spirited emulation would spring up between schools whose work was to pass in review before a common Board of Examiners, and the standard of scholarship in the inferior institutions would be speedily lifted to the level of that in the best schools of the State.

The creation of a Normal Fund, similar to that of New York and Wisconsin, for the general encouragement of normal instruction, will be found essential to the fullest development and perfection of our system of Public Instruction, and the question should early engage the public attention, whether from the Swamp lands or other public lands, or from the specific taxes paid by corporations to the State, there may not be created such a fund.

The agency of Teachers' Institutes in this work of normal instruction will be treated of under its appropriate head.

The State Agricultural College.

For a particular statement of the affairs of this institution, I would respectfully refer to the reports of the State Board of Education, and of the officers of the College.

The idea of founding a professional School for Agriculturists was a wise and deserved tribute to that great department of industry which underlies and nourishes all other departments. The great landed interest which has its birth when the savage nomadic tribe settles itself down in permanent homes as a civilized State, and which grows in importance with the growth of civilization and national grandeur, may well demand this contribution to its amelioration, from a State which draws so large a proportion of its revenue from its farms. In an age in which science is re-molding all the processes of art, and crowning toil with hitherto impossible triumphs, it was fitting that an institution should be established where agricultural science may be advanced to higher perfection, and the farmer be trained by it to a more fruitful mastery of his fields.

To the reflecting mind, no department of human industry seems to furnish a wider field for professional education, than that of Agriculture, and none more urgently demands the aid of such education. No other branch of labor has to do so immediately and so widely with the laws and forces of nature as this, and none depends so largely for its success upon a familiar knowledge of, and implicit obedience to those laws. The farm is a mere reservoir of nature's elements and powers, and the farmer's labor is less the processes of common art, than an intelligent ministry to the operations always going on in nature's laboratory. No one needs a wider acquaintance with all natural sciences than the tiller of the soil. No field promises a richer reward to the investigations of well educated labor than scientific agriculture.

I can see no good reason why a school of agriculture should not eminently succeed, and in the success of such a school one may easily foresee aggregations of good to agri-

culture and to the State, which would warrant the most liberal outlays for its establishment. Thus the project of building an agricultural college seems to have been eminently wise and farsighted. It has been doubted whether its establishment was not premature, but the large numbers of students who have applied for admission sufficiently attests that its organization was not in advance of the public demand. The real obstacles that have lain in the way of its success have been the immature condition of the farm, and the great difficulty of obtaining in this country, men of competent scholarship united with practical skill as agriculturists, to fill the various offices of the college. These difficulties will soon disappear, as the farm improves and agricultural science advances, and it may be confidently expected that the enterprize will then reap its desired triumphs.

I would recommend that its control be transferred from the Board of Education, already encumbered with sufficient other responsibilities, to a State Board of Agriculture, or to some special Board of Trustees. Each other institution in the State has its own separate Board of Control, and there is no sufficient reason for a departure from the general policy, in this particular case.

A proposition to establish a State Board of Agriculture, to take charge of the College, and to promote in other ways the agricultural interests of the State, was laid before the Legislature, at the last session. The creation of such a Board and the transferrence of this institution to its charge, would seem a just compliment to that great class of citizens for whose benefit the college was mainly intended, and would tend to enlist still more strongly their sympathy and support.

It is to be hoped that no mere party or personal considerations will be allowed to come in the way of the

steady and full support of an institution destined, if finally successful, to promote so largely the leading industrial interest of the state. We owe it to our own farmers, and to the agriculture of the country, that having undertaken this enterprize, it shall be prosecuted to the full and triumphant success lying now within its reach.

Colleges, and Incorporated Academies, &c.

Of the large number of independent institutions of learning which have been chartered, in past years, in this state, but few remain in active existence. The academies have gradually disappeared before the advancing growth of the public school system, and most of the colleges failing to secure adequate endowments, have been obliged to disband. No special charters have been granted by the State since the adoption of the present Constitution, but in 1855 a general law was passed, for the incorporation of Literary Institutions, under which several flourishing schools have been organized.

It is not known precisely how many institutions of the academic grade now remain. Reports from several have been received, and will be found in the appendix.

Of Colleges, there are four, viz., Kalamazoo College, Hillsdale College, Olivet College, and Adrian College, the two last of which were incorporated within the last year. The amount of property invested in these Colleges, and the progress made in raising endowments, may be considered to insure their permanent existence—as parts of the educational system of the State. As will be seen by their annual reports, appended to this report, they have large bodies of students in attendance, and are doing the State no small or unimportant service, in the sphere of higher education. They are also contributing greatly to the success of the public school system, by their

teachers' classes from which they send hundreds of teachers annually to the primary schools. Though not constituting properly a part of the Public School System of the State, having been established, like most of the colleges of New England, by individual liberality, and by the enterprise of leading bodies of Christians, their character and success are a matter of public concern.

These Colleges are all open equally to both sexes without distinction.

The Reports from Colleges and Incorporated Institutions are in several cases, very meagre, and fail to comply fully with the requirements of the law. The following table will show, as far as we have been able to ascertain, the date of their incorporation, value of property, number of Teachers, and of Pupils:

	YEAR OF INCORPORATION.	VALUE OF PROPERTY.	NO. OF TEACHERS.	NO. OF PUPILS.
Kalamazoo College	1837	$35,870.00	12	269
Olivet College	1859	35,000.0	6	147
Hillsdale College	1855	0	20	757
Adrian College	1859	38,750.00	8	50
Albion Female College	1841		7	340
Monroe Young Ladies Seminary	1850	10,000.00	9	115
Disco Academy	1855	7,500.00	3	135
Dickinson Institute, Romeo	1855	12,000.00	5	140
Colon Seminary	1858	5,000.00		150
German English School, Detroit,	1857	2,363.55	4	109
Holland Academy		7,000.00	2	37
Lapeer Seminary	1858	3,200.00		61
Michigan Collegiate Institute, Leoni	1859			
Michigan Female College, Lansing	1859			

The Primary Schools.

Reports for the School year ending the last Monday in September, 1859, have been received from six hundred and twenty-eight townships and cities, being twenty-three more than reported the preceding year.

These reports show that there are in these townships 3,968 School Districts, being twenty three more than reported last year. This number should be increased by the number of Districts embraced in townships from which no reports have been received. The whole number of children between 4 and 18 years of age, in the state in September last, was 237,541. Increase from the previous year, 10,531.

[The number of children reported in 1858, was 227,010, instead of 225,550 as published by mistake in the report of my predecessor.]

The number of children attending public schools, as shown by the reports, was 183,759 or 10,200 more than attended these schools the previous year.

Of the number in attendance, 1,932 are reported as under 4 years of age, and 9,237 as over 18. This shows an attendance of 172,590 out of 237,541 children between the ages of 4 and 18 years, leaving 64,951, or more than 27 per cent. of the children on the School census, not attending school. Many of these children have probably received instruction in private schools and academies, and many, being under 5 years of age, are properly regarded by their parents as too young to endure confinement in school. Many also having reached the age of 15 or 16 years, have gone to trades, or are otherwise engaged in the active labors of life. In addition there should be deducted probably about 5,000 for the number attending school in 136 districts which report schools as taught, but do not report the attendance. With all these deductions, there will still remain several thousands of children of suitable school ages, who attended no school during the past year. This is a serious fact, and well deserves the earnest consideration of the people and the law makers. The tax payers of the state are cheerfully subjecting themselves to a heavy taxation to support the public schools. The children, too young, in most cases, to understand their needs, or urge their rights, have still a sacred and indefeasible claim upon the State to secure them the privileges of education. It is therefore a question of grave importance, how the State may best secure its own reasonable expectations of public good, and the most valuable rights of its younger citizens, against the ignorance or inability of parents

or guardians who neglect or refuse to afford their children the time or means of attending school. Much is to be expected from the advance of public sentiment, which will, ere many years, make it as disreputable for a parent to withhold from his child the culture and knowledge needed by the soul, as to rob it of the food and rainment necessary to its physical well being.

Seven thousand five hundred and twelve teachers are reported as having been employed in the schools, of whom 2,444 were males, and 5,068 females. There were reported the preceding year, 7,228 teachers, 2,324 males and 4,904 females. The amount paid for teachers' wages was $435,321.27 Of this amount $104,869.20 was raised by rate-bill.

Of the 628 townships and cities making reports, there are 70 in which no rate-bill is reported by any of the districts. In the entire state, 1202 districts, or nearly one-third of the whole number, are reported as free from this obnoxious tax.

This number will doubtless be largely increased the current year, by the substitution of the tax of two mills upon each dollar of valuation, instead of the tax of one mill heretofore raised annually.

It is possible that some of these districts had rate-bills, but failed to report the fact or the amount. It is evident, however, that we are rapidly approximating the requirement for free schools, prescribed by the State Constitution. In nearly all the Union school districts, organized under the law of 1859, which authorized the districts so organized, to make their schools free by a district tax, such tax was voted, and the schools in these districts will be henceforth free. This fact affords the evidence, as positive as it is gratifying, that the public sentiment of the State demands that *education shall be made free to* EVERY *child.* It is a noble public recognition of the great and important truth that *every* child has an inalienable birth-right, without regard to the accident of parentage, to such education as may develop his powers, and fit him for the duties that society and the state will require at his hands.

The amount raised by the one-mill tax, was $127,745.43. Sixty-three townships make no report of the mill-tax. The pre-

ceding year, ninety-five townships failed to report this tax. Of those thus failing the past year, it is probable that some assessed the tax, but neglected to enter it upon their reports. Some, it is to be feared, neglected to raise the tax in spite of the positive provisions of the law requiring it.

By an amendment of the School law, passed the last winter, the tax for School purposes was increased from one mill to two mills upon each dollar of taxable property in the townships. It was expected that this would enable nearly all, if not all, districts of the State to comply with the constitutional requisition for three months of free School annually. It was also enacted that the proceeds of the two mill tax shall be apportioned to the districts and parts of districts in which it was collected, instead of being distributed, as the avails of the one-mill tax were, in proportion to the number of School children in the respective districts.

I cannot but regard this change in the basis of distribution, as unfortunate, since the demand for education is not in proportion to the amount of property lying in a district, but in proportion to the number of children living there. Not unfrequently the property of tax-payers lies in some rural district, with a small School but large territory, get more money than it needs, while the populous village district, crowded with children, suffers from want of means to support its School.

There is doubtless a popular feeling that each district is entitled to receive what it pays, in other words, to have the proceeds of its own taxes. It would only go one step further, with the same principle, to give back to each tax payer what he contributes. But if the property of the district may be taxed to pay for the education of the children of the district, without regard to parentage, the property of the town may be taxed for the education

of the children in the town, without regard to the particular district in which they happen to reside. Perhaps no plan of distribution can be devised which will work well in all districts, and bear heavily in none. Evidently that plan should be adopted which will, in general, afford the most equal support to all the Schools.

The amount of Primary School Interest money apportioned by the Superintendent, during the past year, was $105,706,-07, being less than the amount apportioned the previous year by $1,689,06. This decrease was occasioned by the non-receipt into the State Treasury, previous to the time of making the annual apportionment, of the moneys collected for interest and penalties, by the County Treasurers. The amount thus detained, will be added to the apportionment of 1860. The sum apportioned amounted to but 46½ cents for each scholar in the school census.

An attempt was made to secure in the annual reports, returns of the value of the school houses and sites in the State, but the returns are too meager to be of much practical value. Seventy eight towns fail to report at all, under this head, and many others evidently report but in part. Judging from the returns received, the value of the school house property in the State cannot be less than one and a half millions of dollars.

The aggregate amount raised by district taxes for building and repairing school houses, was $103,509,45.

The following comparative Statement, made up from the former reports of this department, will exhibit the actual progress of the School interests of the State since 1839. The money items of 1859 show a falling off from the preceding year, which will be easily accounted for, when it is remembered that the great commercial revulsions of the fall of 1857, which so severely affected all classes of our people, and all public interests, only reach the school reports in 1859. The school taxes of 1858 were voted in September, 1857, before the hard times came on,

while the provisions for the schools of 1859 were made in September of 1858, while the country was still depressed with the effects of the crisis.

Year.	No. of children between 4 and 18 years of age.	hildren attending school.	No. of male teachers.	No. of female teachers.	Average No. of months' school.	Amount of wages paid teachers.	Amount raised by ratebill.	For building and repairing school houses.
1839	45,892							
1840	49,850							
1841	47,066	51,224	...	...	5			
1842	54,790	56,178	...	...	4,5			
1843	66,756	55,555	...	...	4			
1844	80,745	70,277	...	...	4			
1845	90,006	75,770	1,214	1,839	5			
1846	97,658	77,807	1,209	1,981	5			
1847	108,130	88,080	1,316	2,181	5,1			
1848	118,278							
1849	125,218	102,871	1,435	2,618	5,5			
1850	132,234	110,487	1,475	2,612	...	.....	32,318.75	46,797.01
1851	143,272	115,165	...	...	...	155,469.30	69,085.37	68,614.12
1852	150,531	103,266	...	...	...	125,063.62	37,883.36	65,477.65
1853	173,117	129,517	...	...	...	237,827.15	63,763.42	80,904.89
1854	175,000							
1855	187,549	142,307	1,600	3,474	5,5	295,231.29	83,932.84	137,120.60
1856	202,274	153,116	1,775	3,746	6	353,077.76	100,009.49	
1857	215,928	162,936	2,131	4,605	5,7	423,129.22	121,651.14	161,350.91
1858	227,010	173,559	2,326	4,905	6	443,113.71	118,099.89	140,491.01
1859	237,541	183,759	2,444	5,068	5,6	435,321.27	104,869.20	103,509.45

Union or Graded Schools.

There is no branch of our educational system that awakens so much hope, and occasions so much solicitude, as the so-called Union Schools. The zeal, amounting almost to enthusiasm, with which the citizens of our larger towns and villages have entered upon the establishment of these Schools, and the unprecedented liberality shown in the erection of fine school buildings, while they inspire hopes of the future for a people who show such an appreciation of the value of education, arouse a fear lest, through some neglect of the conditions of success, the promise of

these Schools should not be met by their performance. Indeed, there are some alarmists who do not cease to predict their final overthrow, and the partial and temporary failure of two or three of the smaller of these Schools is pointed at as a proof of the justness of their fears.

As a means of promoting the extension of this class of Schools, and aiding their success, a circular was addressed the past autumn, to the officers of the several Union School districts, and the reports elicited in reply are published herewith.

The inspectors' report for the last School year return 50 districts in the State as having graded schools. It is believed, from such information as is at hand, that nearly all of these districts are organized with enlarged district boards; and most of them, as will be seen by the reports, have voted to make their Schools free to resident pupils.

A Union or Graded School is properly a School with two or more departments, under different teachers, the pupils being distributed to the departments according to attainments. It is not necessarily implied that a higher grade of studies is taught than those of the ordinary Common School. The fundamental idea of the Graded School is that great doctrine of modern Economy—the "division of labor." A district, having more scholars than can be taught by one teacher, employs two; and, instead of making two independent Schools, with classes of all grades, from the alphabet to algebra, in each, the pupils are so divided that the beginners are placed under one teacher, and the advanced scholars under the other. Instead of two sets of classes, there is but one; and, if, as is common, the classification of pupils requires twelve or fourteen classes, each teacher, instead of teaching the entire series of studies and classes, teaches but half of them. Having only six classes instead of twelve, he gives twice as much

time to each class, and thus each pupil gets double the instruction he would otherwise receive. The teacher has also fewer studies to give instruction in, and, of course, comes better prepared for his daily recitations.

With three or four teachers, if the number of pupils require so many, the grades may be multiplied and the advantages increased. The different departments may occupy separate buildings, or separate rooms in the same building. This is not an essential circumstance to the system.

Such is the simplest form and notion of a graded school, and I might challenge any one to show that it is either less economical or less efficient than the common district School. Is it not, on the contrary, evidently both cheaper and better, giving more and better instruction for the same money, and saving the time of both teachers and pupils?

It is true that but few, if any, Union Schools stop short with the range of studies of the primary districts, and, indeed, the efficiency itself of these Schools is constantly urging them into higher studies. Their pupils, early mastering the common studies, require advanced instruction, and the Schools wisely add the High School grades to their courses of study. With the High School added, the comparison, with respect to economy, is no longer between the Union School and Common School, but between the former and Academy. And here the decision is still in favor of the Union Schools. The instruction costs less than in the Academy, is ordinarily of better quality, and what is a crowning consideration, is furnished to all the children of the community, instead of being confined to the few who are able to pay large school bills.

Another fact, which demands to be taken into account in estimating the relative expensiveness of Union and Common Schools, is that the Common Schools are in session

only from four to eighth months in the year, while the Union Schools are continued usually ten months each year.

The instances of failures of Union Schools are certainly less numerous than among either Common Schools or Academies. And yet the Common School system is not denounced, because every year many break up in disorder; and the Academy that runs down in consequence of poor teachers simply changes hands and goes on again. The Union School has in it peculiar elements of success. It rests as a great public trust upon the hands of the District Board, and the magnitude of that trust insures an attention to its management which a much smaller interest with a smaller constituency could not command.

There are, however, certain essential conditions of success which should be known and regarded by those to whom the management of these schools is intrusted. The first and most vital of these conditions is the employment of good and competent teachers. It requires much more than ordinary ability to organize and conduct a school of several departments. With a good principal, success is usually certain. With a poor one failure is inevitable, in ninety-nine cases out of every hundred, is simply the personal failure of the teacher. School Boards should spare no pains or expense to obtain, as principals, men of energy and successful experience, of good practical sense and of firm temper, and of sound learning and character. And when obtained, let him be trusted. Much discretionary power must be lodged with the teacher, and no unnecessary interference with his plans be indulged.

Failure in some cases have occurred from the lack of a proper grading. Pupils have been permitted to pass to the higher departments before the work was thoroughly done in the lower grades, and in some cases the pupils, or their parents, have been allowed to select the department which

such pupils shall attend. All the advantanges of grading are sacrificed in such cases, and the different departments become rivals, rather than helpers to each other. The studies for each grade should be clearly defined, and the pupils should thoroughly master the studies of one grade before being permitted to enter the next higher grade. As in the different shops of a great manufactory, each shop must do its own part of the work, and the success of the whole depends upon the perfection of each part, so the grades of the Union School must each perform its own work and contribute its part to the entire result.

The demand for academical instruction is increasing with the daily progress of general education in the State. The lower education leads to and suggests the higher. This demand can only be met by Academies or Union Schools. The question between Academies and Union Schools has already settled itself; the Academies have disappeared before the advance of the Union Schools as the Indian's wigwams before the substantial homes of our industrious citizens. The Union School has vindicated its claim by this most practical of all tests, and henceforth we must look to these schools to supply the demand for higher intermediate education.

I count it as the most beautiful feature of our school system that thus, up from the very midst of the primary schools, should grow these Free Academies, to carry forward the work of those schools, and to crown them with honor. They come not as strangers into the school system, claiming for themselves the post of honor, engrossing the best minds and best public sympathies, and fostering a pride that looks down with contempt upon the Common Schools as only fit for the poor and the ignorant; but they grow up as kindred in the great family of schools, exhibiting the vitality of the system

that gave them birth, and carry over the whole public school system whatever of sympathy or love they may win like their sister schools, they invite all alike to their banquet of learning, and cement in firmer union the people who drink at their common founts.

I can not but honor that wise and generous public spirit which is building, throughout our beautiful and thriving villages, these magnificent homes for childhood, —these colleges for the people. When private fortunes have decayed, these will remain to bless the future children of the State, and generations of educated men shall look back and honor their builders.

School Statistics of the Leading Towns.

The following table shows the amount paid for teachers wages — the number of children in 1858 and 1859, with the increase and decrease — the number attending school in 1859, and the increase or decrease, in all towns and cities in the state reporting over 800 children.

Cities and Towns.	Paid Teachers Wages.	Chil-dr'n in 1858.	Chil-dr'n in 1859.	In-creas	De-creas	No. At-tend'g School	Inc of Atten dance	Dec'd Atten dance
Niles, City and Town,	$5,080 70	1,745	1,860	115		1,178		85
Coldwater, Town,	3,038 75	1,192	1,288	46		959	10	
Battle Creek, City and Twn'p,	4,028 89	1,264	1,327	63		1,086		128
Marshall, City and Township,	3,255 02	1,537	1,648	111		883		24
Eaton Rapids, Town,	2,072 40	907	967	60		973	268	
Flint, City,	3,671 50	1,111	1,013		98	760	30	
Hillsdale, Town,	1,923 54	826	816		10	447		57
Lansing, City and Township,	2,167 95	815	997	182		698	379	
Jackson, City,	4,182 05	1,174	1,230	56		881	173	
Kalamazoo, Town,	5,078 63	1,891	1,908	12		1,210	314	
Grand Rapids, City,	8,043 27	2,127	2,132	5		1,614		91
Almont, Town,	1,041 24	810	814	4		652		16
Lapeer, Town,	1,196 80	988	1,035	95		810	33	
Adrian, City,	5,007 00	1,997	2,017	20		1,178	67	
Tecumseh, Town,	4,834 80	1,055	1,061	6		988	50	
Clinton, Town,	1,737 84	954	1,015	61		504		55
Monroe, City,	1,150 00	1,323	1,251		74	490	158	
Pontiac, Town,	3,555 49	1,212	1,242	30		1,013	525	
Port Huron, City,	2,723 00	955	1,212	257		706		15
Ann Arbor, City,	6,033 50	1,239	1,472	233		1,325	250	
Scio, Town,	2,412 70	826	853	27		658		25
Ypsilanti, City,	5,479 00	968	1,026	62		1,010	88	
Detroit, City,	22,250 00	13,188	13,208	70		7,870	3,468	
Greenfield, Town,	1,448 25	782	805	13		460	3	
Plymouth, Town,	2,178 97	962	922		40	747		55

The above figures show the increase of attendance at school, to be vastly greater in the cities and large townships, than in the state at large. Were the increased at-

tendance in the state in proportion to the whole number of children, as great as in the above places, it would be over 30,000 instead of 10,200 — which is really no proportional increase; it being only just about equal to the increase of the whole number of children.

This shows, beyond dispute, the happy results growing out of the enterprise of the large towns, as manifested in the Union Schools, good school houses, and good and well-paid teachers.

The great aim of the true educator and patriot, is not only to have good schools, but to bring all the people under their influence. The true, and only safe policy of our country is to educate all — thus making all competent to judge of and maintain their own rights, and respect the rights of others.

Especial praise is due to the friends of Education in Detroit. It will be seen by the table, that the attendance at schools has nearly doubled in that City, during the past year. And yet there is a great work to do. With a population of 22,250 children, between 4 and 18 years of age, but 7,870, or about one-third, are yet in the public schools. It is a question, how the other two thirds are to be made the recipients of the blessings offered them without money and without price — for the public schools of Detroit are free. The parents of a great portion of this number, are opposed to our schools, and it is practically a question yet to be solved, how they are to be divested of their prejudices, and convinced that our schools will make their children, not only more intelligent, but better fit them to be free citizens of a free land. It may not be done extensively, with this generation; but impressions may be made in this generation, that shall bear fruit in the next.

Educational Funds.

The Primary School Fund, derived from the sale of School Lands, amounted on the 30th day of November, 1850, to $1,656,327 23, of which $669,598 32 is held in trust by the State, and the balance is mainly due from the purchasers of the lands.

The amount reported, as received for interest and penalty, during the year ending the 30th day of November last, was $69,736 45. The interest due from the State, at that date, was $46,179 44, making the entire income from the fund for the year above mentioned, $115,915 89.

Of the Primary School Lands granted to this State, there were sold, up to the 30th of November last, deducting forfeitures, 343,000 acres. There remained unsold, in the Upper Peninsula, 298,216 98 acres, and in the Lower Peninsula, not less, it is estimated, than 350,000 acres, making a total of 648,216 acres unsold in the State. The minimum price fixed by the law upon these lands is $4 per acre. If all sold at this price, the School fund will amount to $4,149,191, and it will not probably fall short of that sum.

By the act providing for the sale of swamp lands, passed February, 1858, it was declared that, after deducting the expenses of sales, fifty per centum of the moneys received shall go into the Primary School Fund. In February, 1859, an act was passed for making certain State roads, and appropriating moneys to be thereafter received from the sale of swamp lands, to pay for the construction of said roads. It was provided that no more than 400,000 acres, or the proceeds thereof, shall be expended for these roads. One hundred thousand acres were also granted to counties in the Lower Peninsula for purposes of drainage. The whole number of acres for which patents have yet been received by the State, is 4,881,618 98.

Under the act of 1858, and previous to the passage of the act of 1850, upwards of $86,000 had been received on the sales of these lands. After deducting the expenses of the sales, one-half of the balance of this amount clearly belongs to the Primary School moneys.

It is not probable that the School funds will receive any further increase from this source for several years. It is to be hoped, however, that the opportunity of creating from this magnificent donation of lands, a special educational fund, for Normal instruction and the promotion of higher education, will not be thrown away. The example of Wisconsin, in appropriating 50 per cent of the proceeds of her swamp lands, as a Normal fund is worthy of our imitation. A few years more will witness the sale of the last of the public lands within our borders, and the opportunity to obtain an educational fund from this source, will have passed away forever. Posterity will count us as recreant to our trust, if, amid the hot speculation of the present day, we forget to provide for those great interests which endure throughout successive generations, and which will effect the well-being of the State in all coming time.

The sales of University lands during the year, amounted to $5,355 48, which was nearly three times the amount af sales in 1858. The total sales of these lands, up to the 30th of November last, was $510,320 24, the annual interest of which is $5,722 41. Adding to this, the income from fees, &c., the annual revenues of the University will not fall short of $30,000.

The sales of Normal School lands to November 30, 1859, amounted to $79,926 51; the annual income of which, to the Normal School, will be $4.777 59. The past year only 80 acres were sold, amounting to $320.

RESIDENT EDITOR'S DEPARTMENT.

YOUR ORGAN. — We wish our co-laborers in the cause of education would secure the largest magnifying glass they can find, and through it re-examine the following paragraph from the last December number of the JOURNAL. Let them read and re-read it till they are prompted to act. Give us the educational news from all sections of the State, and we will make the interest of each the interest of all:

"Recognize it, [the JOURNAL,] as *your newspaper*, your counsellor, your medium of communication with each other and the public. When you hold an educational meeting, let your fellow teachers hear what was done; when *any* event of interest transpires in the educational affairs of our State, let it be recorded in your JOURNAL. It has been a source of grief to us during the past year, that the JOURNAL has been so much ignored. Not an institute has reported its proceedings to us — not an educational meeting! Our JOURNAL ought to abound in *local intelligence*. It would then become an essential to hundreds who do not at present bestow upon it one thought a year."

Yes, friends, give us the news, and we will repay you tenfold for your trouble. And we would say, especially to teachers and school directors, when a Graded or Union school is established, give us the facts — when your district shows uncommon enterprise in any respect, give us the particulars — when a teacher is stricken down by death inform us — when any event occurs, the knowledge of which will interest or benefit others, let us know it. Never mind if you "cannot write for the papers," — not one in ten of our "educated men" write an article fit to publish without corrections. But give us the *news* in your own way, and we will see that you are not mortified by the result. Give us the news — the educational gossip, if you choose — and all that is of interest, we will serve to the public.

PROGRESS OF OUR PRIMARY SCHOOLS. —Like all other interests, public and private, affected by money considerations, we must expect that the progress of schools will be advanced or retarded in no small degree by the commercial prosperity or adversity of the times. Strong indications of this are seen in the reports of school officers for the past year.

First, we see its effect upon population. The hard times of the past two years have seriously diminished emigration; and we find the increase in the number of children between the legal ages, during the last year, to be but little over nine thousand, instead of twelve thousand, as in the year previous.

Next, we see it in the necessity felt by the people to economise, as shown both by the average length of time the schools were taught, and by the amount of wages paid. In 1858, the average time the schools were taught was *six months*. For the past year it was but *five and six-tenths months;* a falling off of nearly seven per cent. in time. The amount of wages paid to teachers the past year is $434,640.20, which is $7,-

587 16 less than the previous year. The times were, perhaps, as bad in 1858 as in 1859; but the arrangements for schools were made, and the taxes agreed upon, mainly, for each year, in September of the year previous. The responsibilities of 1858 were, therefore, principally incurred in September, 1857, before anybody was aware of the financial distress so soon to follow. In September, 1858, the hard lesson was thoroughly learned, and the schools of 1859 felt the result. That there was not a greater falling off, shows the unwillingness of the people to sustain other interests at the expense of their schools.

A reduction is also shown the past year in the amount raised by rate bill. In this we heartily rejoice, and wish it might speedily be reduced to 00. Schools are sustained by money, and the property of the country should educate the people of the country. This is right, as a matter of public policy. It has always been admitted in part by the taxation of property to sustain the schools, in part. But it can be readily seen how it thus fails in its highest object, in the fact that thousands who most need the aid, are kept from any participation in the benefits of a partial support, by the fear of the onerous additional rate bill. This subject is coming to be better understood, and we trust the time is at hand when the requirements of the Constitution will be complied with, and our schools made free alike to rich and poor.

The amount raised by rate bill the past year was $104,648 99, or $13,450 90 less than the previous year. In 1857, it was $121,651 14; in 1856, $100,008 49; in 1855, $83,-932 84.

The number of teachers in the primary schools for the past five years is as follows: In 1855, 5,074; in 1856, 5,521; in 1857, 6,736; in 1858, 7,231; in 1859, 7,512. The increase in the last four years is 2,438—but a fraction short of fifty per cent. The increase last year was 273; or 113 males, and 160 females. This is an increase of three and six-tenths per cent. The increase of children in the State is four per cent., and the increase of attendants is five and eight-tenths per cent. The increase in the number of districts is about one per cent. This shows that more districts had both a winter and summer school in 1859 than in 1858. The proportionate increase of male and female teachers is about the same. All these facts compared, show that in proportion to the length of the school terms, and the number of teachers, over six thousand dollars more was paid in 1859 than in 1858. In other words, had the teachers employed in 1859 been paid the *same wages per month* that was paid in 1858, the amount would have been about $6,000 less than was paid them.

In 1858, the amount raised to build schoolhouses was $119,175 51. In 1859, it was $80,886 41. But the amount raised for repair of schoolhouses in 1859 was $22,623.00; an increase of about one thousand dollars.

An effort was made the past year by the Superintendent of Public Instruction to ascertain the value of schoolhouses and sites in the State. The returns, however, were but partial—about eighty towns, including Detroit, failing to report anything, and many others reporting but in part; yet the aggregate value reported is $1,091,892 80. The actual value of primary school property in the State can not be much less than *one and a half million dollars.*

RIGHTS OF SCHOOL TEACHERS.—The following case was tried not long since in Norwich, Conn. The charge of the judge was as good common sense as law:

Henry C. Bailey brought an ac-

tion of trespass for assault and battery against Alonzo A. Palmer. Defendant, in the winter of 1855, was a teacher in a public school in North Stonington, and plaintiff was one of his pupils. On the 13th of December last, plaintiff violated certain rules of the school, and defendant called upon him to leave his seat and come up to the desk occupied by the defendant. The plaintiff refused to come, or did not move to come, and thereupon defendant went to plaintiff, dragged him out of his seat, led him to the teacher's desk, and feruled him.

The plaintiff claimed that defendant used unnecessary force and improper means to get him out of his seat, thereby injuring his head, neck and side, and loosening large quantities of his hair. Defendant claimed that he used no improper means, and only such force as was necessary to overcome resistance to him made by plaintiff, and preserve order and authority in his school; and that plaintiff was not injured in the manner or extent claimed. A large number of witnesses were introduced on each side, and the evidence was very conflicting. With regard to the powers of teachers, and duties of scholars, Judge Sanford charged the jury substantially as follows:

1. That the teacher of a public school has the right to establish rules and regulations for the government of his school, provided that the same are reasonable, and necessary for the maintenance of discipline, the preservation of order, and the enforcement of proper subordination in his school.

2. That he is clothed with power to use all means that are reasonable to enforce those rules and regulations that are proper and necessary for the good government and well being of his school.

3. That in case of open insubordination and refusal to obey his lawful commands, he may exercise all the reasonable force that is necessary to suppress such insubordination, and to compel obedience to such lawful commands.

4. That whether the rules of the school were reasonable, and necessary for its government; whether the plaintiff violated these rules; and whether the means resorted to by the teacher to subject the pupil were improper, and the force that he used unreasonable, and greater than the exigencies of the case demanded, were questions offered for the jury to determine.

The jury, after a brief deliberation, rendered a verdict for the defendant. Halsey and Pratt for plaintiff; Wait and Starkweather for defendant.

Absentee Rules in Adrian Schools. —The Board of Trustees of Adrian Union School have adopted the following rules in relation to absentees:

"Upon the return of a pupil, after any absence, the parent or guardian shall give, in person or in writing, an excuse stating the cause. If it shall have been the sickness of the pupil, or necessary attendance upon a sick member of a family, or death in the family of the pupil; in either of such cases, the absence shall be excused, and so noted by the letter E, after the sign of notification made as above.

"In every case of the absence of a pupil for more than three half days in any four consecutive weeks, without satisfactory excuse to the teacher, for any other causes than those permitted above, the absentee shall, without exception or favor, be suspended from the school, and the facts immediately reported to the Trustees of the district, or their Moderator, and shall not be re-admitted until the beginning of the next quarter, unless by the written order of a majority of said Trustees, filed with the Principal of the school."

This school, under the superintendence of its accomplished Principal, Professor Franklin Hubbard, ranks

among the first and best regulated schools in the State.

WISCONSIN.—The Eleventh Annual Report of the Superintendent of Public Instruction in Wisconsin, shows the number of children in the State between 4 and 20 years of age, to be 278,871. This indicates a population in Wisconsin just about equal to Michigan. The increase of children in 1859 was 14,519; in 1858, 22,807; in 1857, 27,656.—Though the gain is greater than in Michigan, the comparative falling off is also greater. "The stringency of the times" checking emigration, is assigned as the cause.

Over 100,000 children are reported as not attending school—a much greater proportion than in this State.

The average length of time schools were taught was five and one-half months.

Whole number of districts, 3,656. They have, however, a system of parts of districts, which, if included, make the number a little over four thousand.

The schoolhouse property is estimated at $1,185,191 93. The most expensive schoolhouse in the State cost but $20,000.

The average price per month paid to male teachers was $22 93; to females, $14 29.

The annual interest of State school funds is $245,000, of which about $200,000 is expected to be realized.

The whole amount paid for teachers' wages was $536,860 66—about one hundred thousand dollars more than was paid in Michigan.

The number of volumes in libraries is less than 50,000.

The Superintendent, Hon. Lyman Draper, congratulates the people that their school interests, "notwithstanding the unequalled pressure of the times," are steadily advancing. He commends the Normal Schools, and Teachers' Institutes.

The following remarks in his report, will evoke the thanks of our readers:

It will be remembered that upon the recommendation of Hon. Robert J. Walker, while Secretary of the Treasury of the United States, during President Polk's administration, an additional section of land, in each township, was granted to the newly organized States and Territories, so that California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas, and Nebraska, have received two sections in each township, double the proportional amount of other western and southwestern States. I would respectfully suggest to the Legislature the propriety of memorializing Congress for an additional school land grant to such of the western and southwestern States as have received only one section to each township—either an additional section for each township, or such other amount as may be deemed just and proper, provided the general government has a sufficiency of unsold lands remaining in those several States to meet the object sought to be obtained. I could wish our Legislature would not only send in a single memorial, but continue to memorialize Congress each successive year, until the great purpose should be gained; and also memorialize the Legislatures of other western and southwestern States interested in the movement, to invite them to unite in memorializing Congress, and securing concert of action on the part of the western and southwestern members in Congress in laboring for this noble object. And such a measure should also include a new land grant to each of our western and southwestern Universities—not one of which possesses scarcely a pittance of the fund it should have, in order to accomplish the great work expected of a live and progressive university. Could such additional grants be secured for the Common School and University Funds of our western and southwestern States, I feel quite certain that the general government would eventually be amply remunerated in the improved education and more general intelligence of the thousands and hundreds of thousands of pioneers which these States will yet send forth to settle the plains and valleys of the unnumbered States that are destined soon to spring into existence between our western borders and the Pacific coast.

DEATH OF AN EX-SUPERINTENDENT OF PUBLIC INSTRUCTION.—The Rev. Dr. O. C. Comstock, formerly Superintendent of Public Instruction of Michigan for two terms, died at Marshall January 11th. We gather from a sketch of his life, in the *Christian Herald*, Detroit, and other sources, the following facts of his career: Commencing professional life as a physician, in Tompkins Co., N. Y., he was successively sent to

the State Legislature and to Congress two terms. While in Congress he became a professed Christian, and entering the ministry, was elected Chaplain, and served one term. In 1838, he came to Detroit as pastor of the First Baptist Church. In 1843, he was appointed to succeed Francis Sawyer, Jr., as Superintendent of Public Instruction, being the third incumbent of that office. He served two years, and did much to develop the educational system and sentiment of the State. His labors as Superintendent, and his reports, show him the ardent and enlightened friend of popular education, and there are few of our public men who have done as much as he to stimulate the citizens of our State with a generous enthusiasm in behalf of that cause.

Dr. Comstock was about 76 years of age at his death. One son, O. C. Comstock, M. D., of Marshall, survives him, and one he gave to the cause of missions among the heathen many years ago. A son of the missionary now lives in Marshall, the inheritor of an honored name.

Influence of an Ignorant Man. — To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a wild beast into the streets.

[Paley.

Is it not *worse?* The wild beast may be killed, and its ravages stopped; but the uneducated man, the immortal spirit, animalized by ignorance — the intellect that grows, but is not educated — the higher nature crushed under the foot of the lower — this man, who is more than half a beast, more or less wild, — you must still treat as a man, and allow him to prey upon the moral world unrestrained.

The farmer may train his dog when young, to protect the sheep. If he neglects to do it, and the dog grows up to devour them, he can hardly reform him, but he can kill him. The same man can educate his child in knowledge and virtue. If he neglects it till grown up in ignorance and vice, what hope is there in his case? While he lives the world must suffer. Is it not plain that Society owes it to itself, to demand and secure the education of every child? S.

Went and Done It. — *Editor Journal*: — I came from Yankee land, where the people are accused of saying *keow*, *neow*, *&c.* Well, pronunciation is a matter of taste; and if a western man prefers to say *kaw*, I have no controversy with him; but when my ears are boxed fifty times a day by professedly educated people, with "he done it" — "I done it" — or perhaps, "I *done* it after you had *went* away," I am compelled to protest that our critics are themselves fair subjects of criticism. Perhaps the west (for it is a great country), has some grammar that treats *done* as badly as the people do. If so, I should like to know t; but if not, I wish persons who pretend to any information, and have "done" it all their lives, would cease their murder of the King's English.

Libraries in the United States. — From M. S. Rhees' manual of the public libraries, institutions and societies in the United States, we learn that the whole number of libraries is 40,890, containing 12,720,686 volumes. Of the public libraries, there are 1,297, containing 4,280,866 volumes. Of these, New York has 750,421 volumes, and Massachusetts 682,800. Pennsylvania ranks next, with 467,716 volumes. A comparison of the number of volumes in public libraries in the larger cities shows New York has 346,185; Philadelphia, 271,081; Boston, 258,079. The Astor library, New York city, is also the largest public library in the country, containing eighty thousand volumes,

six thousand more than the next in size, that of Harvard University. One fact worthy of remark is, that of 4,008,081 volumes in the public libraries of all the States, (omitting the District of Columbia, which contains 272,835), there are 3,103,085 in those of the Free States, and 904,946 in those of the slave States.

The State Library of Michigan contains less than 10,000 volumes; but many of them are works of much value. S.

University Lands. — The sales of University lands in 1859, were 429 acres, at $5,355.48. This is three times as much as was sold in 1858. There are now but about 2,000 acres of University lands unsold. It should be remarked, however, that there are yet some fifteen hundred acres equitably due from the General Government, for deficiency in the quantity.

The receipts to the University Interest Fund in 1859, were $36,568.89. In 1858 the amount was $36,480.39 — an increase of $88.42 for 1859.

Normal School Lands. — During the year, 80 acres were sold for $320.00. The receipts to the Interest Fund were $4,087.48 — an increase of $9.33 from the previous year.

We gather the above facts from the recent Annual Report of the Commissioner of the Land Office, Hon. J. W. Sanborn, to whose politeness we are indebted for a copy. He reports that the receipts into the State Treasury during the year, upon principal and interest for lands sold, of all kinds, amount to $205,707.73.

We give up the Journal this month, mainly, to the Annual Report of the Office of Public Instruction, believing that this will interest our readers as much as any other matter we might prepare. Want of space precludes the insertion of the entire report. We may find space for the balance another month. The official copy now in the press of the State Printers will soon appear with all the accompanying documents. These appendices are too voluminous for the Journal.

Subscriptions come in steadily but slowly. Our list is not yet large enough to publish. Brothers, see to this matter. We have resolved that whatever remains after paying such assistants as we may be obliged to employ in the local management, shall be given to the Treasury of the State Teachers' Association. We shall freely give such services as other duties will allow, to the common cause.

What Might be.—What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every school-district in the land; would endow it with a library beyond the ability of a lifetime to read; would supply it with apparatus and laboratories for the illustration of every study, and the exemplification of every art, and munificently requite the services of teachers worthy to preside in such a sanctuary of intelligence and virtue.

The Spring Institutes. — Applications are coming in from the State Teachers' Institutes, to be held the coming Spring. Towns that wish to secure one of these Institutes, should forward their applications at once to the Superintendent of Public Instruction.

Several communications are on hand which we will give in due time.

NEWS AND NOTICES.

Secretaries of Educational Societies are respectfully solicited to send notices of the times of proposed meetings, and accounts of doings at the meetings held.—*Resident Editor Lansing.*]

THE SHIAWASSEE CO. TEACHER'S ASSOCIATION met at Corunna Friday, January 20. President, W. R. Sellon, of Shiawassee. A goodly number of teachers and citizens were in attendance. In the forenoon, discussions were had upon reading, arithmetic, and grammar. In the afternoon, the President read an excellent paper on the monitorial system, recommending the employment of pupils as monitors to aid in teaching. The subject was discussed by Hon. L. Parsons, Revd. Mr. Parsons, Rev. Mr. Scofield, and the Superintendent. Most of the speakers favored the occasional employment of monitors, and concurred in thinking the monitors should ordinarily be taken from the classes whose recitation they are appointed to hear.

A. M. Kellogg, Esq., of Owosso, addressed the Association on the subject of county and township associations, urging the teachers to organize associations in the townships of the county.

The Superintendent of Public Instruction was called to the stand, and addressed the Association on teachers' duties and responsibilities.

In the evening, a large audience assembled at the Court House, to listen to an address given by Mr. Gregory.

The Association re-assembled on Saturday morning, and steps were taken to incorporate the Association, and secure a teachers' library, to be the property of the Association. This is a good move, and if properly carried out, will bear good fruits. Several donations of books were volunteered. Some remarks were made by G. H. Botsford, G. K. Newcomb, Esq., and H. A. Pierce, Principal of Owosso Union School.

Several resolutions were reported and adopted.

After some discussion, the next meeting was appointed to be held in the village of Byron the last Thursday and Friday in April.

After a short time spent in general conference, during which a number of teachers gave short accounts of their present schools, the meeting adjourned by singing Old Hundred.

LAMONT, Ottawa Co., Jan. 4th.

J. M. GREGORY, Superintendent of Public Instruction—*Dear Sir*—Our Gregory Educational Association, of which I have the honor to be President, met last week.

As you have never been in Lamont, I must tell you that it is a little village of about five or six hundred inhabitants, very pleasantly situated on Grand River, about midway between Grand Rapids and Grand Haven, and four miles from the Detroit and Milwaukee Railroad. Our last meeting, which, by the way, was our *first* one also, was at Eastmanville, a point below this on the river. Owing to the inclemency of the weather, and to a disappointment in speakers, very little was accomplished at that meeting. Not more than four or five teachers were present, and about an equal number of citizens.

We feared very much for the success of our last meeting, and were very anxious that you should come

to aid us by your presence. As, however, you could not, we did the best we could in procuring speakers for the occasion.

The Association convened on Thursday evening in the Congregational Church, which the society kindly tendered for the meetings. The house was crowded, and the audience listened to an able and earnest address from Rev. J. Anderson, of Grand Haven. Subject—"Geology and Revelation."

Having met again at ten o'clock on Friday morning, the Association listened with pleasure for three quarters of an hour to Judge Taylor, of Ottawa Center, on the "Abolition of the Rate Bill." A discussion followed until noon. At two o'clock a paper was read by Rev. John A. C. Myers, of Eastmanville, on "Education and Liberty," which reflected much credit on its author. The time until four o'clock was occupied with items of business and discussions.

A poem was then read by Miss E. M. Blakeslee, of Grand Rapids, "The Past and To Come." As you have read her poems in the *Journal*, and, perhaps, elsewhere, I need only say that this was one of her happiest efforts. Of course, the Association requested a copy for publication.

At 7 o'clock P. M. a lecture was given by Prof. E. Danforth, of Grand Rapids, "Teachers and their Responsibilities." Although the night was cold and stormy, yet the house was well filled with an appreciative audience, who were well pleased, and profited by the address.

After the lecture, the teachers, with others, to the number of over a hundred, repaired to the house of N. M. Hinsdale for a social repast. Mr. Hinsdale had kindly tendered the use of his house, as there seemed to be no other room so eligible. The ladies of the place had prepared for the occasion with that bounteousness and generosity with which ladies are accustomed to perform such tasks when committed to their care.

The evening passed off very pleasantly indeed, thus closing our Association. I regret very much that you could not be with us. The attendance of teachers was large for our county. I should judge there were here as many as thirty practical teachers. The inhabitants of the place exhibited a lively interest in the matter, providing gratuitous board for the teachers in attendance, themselves attending the sessions, and participating in the discussions. Upon the whole, we had a very interesting session, and feel very much encouraged to "labor on." I trust we shall not labor in vain.

Our next meeting is at Mill Point (near Grand Haven), on the first Friday and Saturday of February. Can you be with us at that time?

Yours, respectfully,

H. Bross.

Flint, January 14th, 1860.

Dear Sir.—Your letter of the 26th ult. to me, giving good reasons for disappointing the expectations of the "Genesee County Teachers Association," to be instructed by you in one or more addresses, during their annual meeting, came to hand in time to make explanation to the meeting at its opening. All regretted your absence; but the meeting was, notwithstanding, a most successful one in all respects. It was held, as you may have learned from the advertisements in the papers, in the New Brick School House, on the North side of the River, and the attendance was full, representing the most active parts of the County. Of the long list of persons solicited or appointed to present addresses, papers or essays, but few failed to be present. Dr. Clark's Report on the "Defects of the present School Law," and Mr. Isaac Delano's arguments for "Graded Schools," were probably the most elaborate and substan-

tial papers presented; but in mentioning these, I would not disparage the merits of any of the papers or essays read; for they were all truly valuable and instructive. The subject of Text Books was presented by Mr. H. G. Jones, in a Report, on which there was a brief discussion; but no action was taken. Quite an animated and profitable discussion sprang up on the adoption of some resolutions reported by a Committee. The merits of the JOURNAL were presented, the Prospectus of 1860 read, and resolutions adopted approving the State subscription, and pledging an effort to raise one hundred subscriptions for the year 1860, from Genesee County. I send you an earnest of the fulfilment of the pledge. A paper on "The effect of an efficient System of Public Free Schools, on the Administration of Justice," was ready; but being left to the last, there was not time to read it, and it was promised to be sent to the "Journal of Education." The very large number of Teachers present went away apparently, and I trust really, gratificd with the results of the meeting. All the meetings of the association should have been held in Flint City; but an effort will be made to make the meetings migratory, hereafter, so as to give them more local influence. A better informed, more enterprising, and successful class of Teachers have charge of our schools in this County during the present winter, than at any time since I came to the county; and I think the prospects for the future are brightening.

Very truly yours,
WM. T.

PRIMARY SCHOOL LANDS. — The sales were 4,791 acres — at $20,-291.76. The amount received in 1858, to the Interest Fund, was $113,341.89. The past year, it was $115,915.89 — an increase of $2,-484.00. This is not proportionally equal to the increase of children; consequently, the next apportionment will be no more upon the scholar than it was last year. The receipts, as above shown, however, do not indicate the precise amount to be apportioned, as they owe the amount received for the year ending Nov. 30th, while the amount apportioned is what is received for the year ending April 30th.

The State has some 800,000 acres of school lands yet unsold. This, however, is located in section 16 of the several townships, and includes whatever there may be of swamp, lake, &c., on that section; so that the actual amount of land having ing material value, is much less. There are, however, over twenty-three thousand acres of mineral land in the Upper Peninsula, believed to be of extra value.

CENTREVILLE, Jan. 9th, 1860.

J. M. GREGORY—*Dear Sir.*— Our Association met at Three Rivers December 15th. About fifty teachers were present. We had an interesting time. We think we are now in a prosperous condition. Our next meeting will be held at Constantine, beginning Thursday evening, February 9th, and continuing in session the Friday and Saturday following.

Yours truly,
J. C. BARNARD.

OUR EDUCATIONAL FUNDS. — The increase to the Educational Funds of Michigan during the past year, has not been large; the sales of lands being retarded by the troubles in the financial world.

BOOK NOTICES.

The Art of Elocution. By H. N. Day. Cincinnati: Moore, Wilstach, Keys & Co.

We have long since tired of the miserable empiricism that has been put forth under the imposing title of Elocutionary Science and Art. Instead of a patient study and analysis of the elements and powers of that wonderful enginry of expression, human speech, with its thousand adaptations and relations to emotion and thought, we have been treated to shallow dogmatic statements, and a string of impracticable rules, based on the narrow observations of what is too generally perverted practice and an artificial style of speech. Eloquence has its laws, as fixed and certain as those of the planets. Its power lies based in deep physiological and psychological facts of our being, and he who would understand the nature of that power, must ask not merely *when*, but *why*, the soul stirs under the witchery of speech.

Prof. Day is already well known as the author of a work on Rhetoric. He has not attempted, in this book on elocution, so much discussion of abstract truths, as to develop the art in accordance with those truths. It is written in a style that inspires confidence, as it is the work of a true scholar, and though our examination has been necessarily slight, we confidently recommend it as a book of real worth.

The Atlantic Monthly for January reached our table too late for notice last month. The Atlantic has some prime good qualities which can not but recommend it to all readers of good taste. It is from our best writers; its articles are written in the best style; it is high-toned, and independent in thought; it will pay for reading; and, lastly, no man can keep up with the times in literature without reading it. It is sent to teachers and clergymen for $2 a year. Address Ticknor & Fields, Boston.

The Science of Education and Art of Teaching. By John Ogden, A. M. Cincinnati: Moore, Wilstach, Keys & Co.

This work demands a fuller review than we can at present give it. It consists of two parts, as indicated in the title, and the scope of the work will be easily guessed from the following captions of the chapters: Educational Capacity, Educational Forces, Educational Processes, Physical Education, Intellectual Education, Moral and Religious Education. Part second gives: Study, Recitation, School Business, Recreation, and Government. Mr. Ogden is a Normal Teacher of evident ability, and has executed his plan of a text book on teaching with much skill and thought. To our own mind, his plan is not the most natural or complete exposition of the science of education, but we would still commend his book to teachers, as full of practical thought, and valuable suggestions. It will well repay study.

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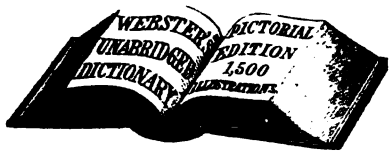

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Prof. SANBORN, of Darthmouth College, writes, after testing the work in a school under his own eyes: "The older scholars consulted it quite often, so that there were, sometimes, a number of petitioners for the book at the same time. The Dictionary has now been used three terms, and the interest in it is unabated. The pupils have become more interested in finding every word they do not understand. They read with more intelligent appreciation of their author, and understand better the subjects studied in their text-books. I am satisfied, from this trial, that Webster's Dictionary might be very profitably introduced into all our district schools. *If the teacher is interested in the use of the Dictionary, the scholars will be.* It is very easy to call forth the ambition of a whole school by encouraging the use of common-place books for recording both the *words* which are not understood, and their *definitions.* Let it be understood to be highly commendable in every pupil not to pass one word in his lesson which he could not define; and the interest in the book will become so great, that instead of one copy a dozen will be wanted for the use of the school. No one who has examined Webster's Quarto Dictionary, can doubt the utility of frequent reference to it. It is almost an Encyclopedia, as well as a book of definitions."

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MICHIGAN

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EDITOR FOR THE MARCH NO.,

E. B. FAIRFIELD,

Hillsdale College.

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THE MICHIGAN JOURNAL OF EDUCATION

For 1860.

THE Executive Board, having failed to secure a successor to the present able Editor and Publishing agent, Prof. WINCHELL, have, in accordance with a vote of the State Teachers' Association, appointed *twelve Editors* after the Massachusetts plan, *each of whom will edit the Journal for a single month.* The Editorial Corps consists of the following gentlemen, whose prominent positions and known ability preclude the necessity of any commendation of them to the teachers and people of Michigan.

EDITORS FOR 1860.

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Hon. J. M. GREGORY, Superintendent.
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THE

MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. E. B. FAIRFIELD, EDITOR FOR MARCH. NO. III.

SUPERINTENDENT'S REPORT.—(Continued.)

TOWNSHIP AND DISTRICT LIBRARIES.

Under an Act approved February 15th, 1859, the question was submitted to the several townships of the State, at the spring elections of that year, of retaining the township library, or dividing the same into district libraries. Reports have been received, at this office, from 537 townships and cities. Of these, 350 report district libraries, and 187 township libraries.

The reports are defective in regard to the number of volumes in the libraries, many districts reporting libraries without giving the number of books. The whole number of district libraries reported is 2,480, and the number of volumes reported in district libraries, 83,978, making an average of about 42 volumes for each district reporting the number of books. There were reported, as belonging to the township libraries, 59,530 volumes, or an average of 318 volumes to each township reporting.

It was also provided by law, that the voters of the several townships should decide by vote annually, at the spring elections, what proportion of the School tax of two mills upon the dollar, shall be appropriated in those townships, to the purchase of books for the libraries. The time elapsing between the passage of the law and the occurrence of the elections, was so brief that the townships were but imperfectly notified of the fact, and 432 out of

623 townships, failed to vote anything for the support of the libraries, so far as appears by their reports. In the 196 townships voting library money, there was appropriated $7,726.44. The amount of money received from fines, &c., collected in the respective counties, and appropriated by constitutional requirement to libraries, is reported as amounting to $4,682.64, making a total of library money returned, of $12,355.08 for the year 1859. A tabular statement, in the appendix, will show these library statistics by counties.

Under the library law of 1859, the State Board of Education, selected, during the past autumn, a list of books for the libraries, and after advertising for proposals, made a contract with F. Raymond & Co., Booksellers in Detroit, to supply these books to such districts or townships as might order them. It is stipulated that the books shall be put up in strong and durable bindings, and lettered "Michigan School Library." The list embraces nearly 500 different volumes, and the prices are probably the most favorable ever offered to the libraries of the State. Though in expensive binding, they are to be furnished at prices ranging from 25 to 35 per cent below ordinary prices for the same books in cheap bindings.

In order to obtain these favorable terms, the Board were obliged to limit the time within which orders might be sent, and to allow the contractors a reasonable time after the receipt of the orders to collect the books, get them bound and forward them to the districts. Thus it was stipulated that the districts might order books any time between the first day of January and the fifteenth day of February, and again, between the first day of July and the fifteenth day of August. The books are to be forwarded within eight weeks of the close of the period in which they were ordered. This will occasion a

little delay in the receipt of the books, but this delay will be more than compensated by the increased facilities with which the districts will obtain their books, and the low prices and excellent character of the books themselves.

It is to be hoped that, under the new order, the Schools libraries of the State will prove more efficient and useful than they have heretofore been. They are necessary adjuncts of the educational system, and form a most important part of those agencies by which the mental growth and intelligence of the people are to be promoted. In theory the district library is right, as it brings the books within easy reach of all classes, old and young, and places them in the custody of those who will most probably care for their preservation.

Our school system must ever fail to produce its full and best fruits, if the knowledge gained by the pupils, in their school days, is not enlarged and ripened by the continued acquisitions of later years. It will be of slight avail that they learn to read, if no taste for reading is acquired.

If the learning of the great masses of our people is to stop short with the mere elements of knowledge communicated in the common schools, then must we fail ever to become an educated people, and when the fleeting character of these school acquirements is considered, the question may be gravely asked, whether our schools after all, will reward any greater outlay of labor and expense than they now receive. It is evident that the chief value of our schools is to be estimated, not from what they cause the pupil to know as a pupil, but from what they make him capable of learning as a man; but unless he proceeds in manhood to use this power of learning, the richest value of his education is lost. To enkindle this taste for read-

ing,—this thirst for knowledge, in the young and to keep it alive and in exercise in the adult, we must have books and libraires. Who ever imbibed a love of reading from an arithmetic or grammar, or from a school reading book with its meager scraps of literature? If we would have the children of our schools catch a taste for reading such as shall make them constant visitors to the fountains of learning, and shall keep them students and Scholars when their School days are ended, we must provide them books, libraries, near at hand and full of the rich volumes of history, biography, poetry, eloquence and science with which our literature is loaded. We must teach them the way to those great halls of learning — those Schools for all — which the wise and gifted of all ages have built in their books, for the instruction of humanity itself. The love of books is only to be obtained from the reading of books.

The township library is ordinarily too remote from the great mass of the children. Those living in the remote districts can scarcely be expected to go three or four, and often five or six miles to get books. None but inveterate readers, those who have formed their taste for reading, will do this. And if the township library be distributed in parcels, quarterly, to the districts, as under the old system, the advantages claimed for a large collection of books in the township library, are mostly sacrificed: we have simple district libraries with the disadvantages that they are imperfect in character, since no large library, without duplicates, can be so divided as to make several good small libraries; they are temporary in tenure, the books not remaining to be read throughout the district, and re-read till known and mastered; and the district feeling only a divided and partial ownership in the books, they are more liable to be lost or destroyed. The 42 volumes of the district library, will be of far higher utility in the district,

than any district can gain from its interest in the 318 volumes of the township library, except it be the central district where the township library is located. The testimony, as far as received from the districts, goes to prove that the library books are much more abundantly read under the district system than they were when drawn from the township libraries. It is not expected that any system will work well without diligence and steady efforts, on the part of those who have the management of it. No machinery can be made so perfect that it will run alone, without a constant application of power to impel, and without a constant supervision to control it. Doubtless some district libraries will fail of their mission and get quickly scattered, through the neglect of those whose duty it is to attend to them, just as many township libraries were wasted from the same cause; yet in very many districts they will be wisely managed; good librarians — men who love books and know their value — will be appointed, and the district library will stand side by side with the district School, lending to the School no slight or unimportant aid in stimulating the love of learning, and carrying forward the influence of the School into all the after lives of its scholars. As said Governor SEWARD, of New York, in the message of 1841: "Although many of our citizens may pass the district library, heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and increasing public virtue." "It is an interesting reflection," said Hon. H. S. RANDALL, of New York, in his report in 1844, and his words have a new weight of meaning in our State, "it is an interesting reflection, that there is no portion of our territory, so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him with the good and wise

of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization."

The facilities offered for procuring books, under the contract made by the State Board of Education, will greatly aid in the maintenance of the district libraries. The small and remote districts which may have but $4 or $5 to expend, while it would cost twice that sum to reach any respectable bookstore, have, by this law, a list furnished them of carefully selected books, with prices fixed at lower rates than they could possibly obtain by private negotiation, and they have only to mark the works that may select, and enclose the list with their money to the contractor, (who is under bonds), and in due time their books come to the nearest railroad station, strongly bound in uniform style, and properly marked for the library.

At the coming Spring elections, another opportunity will be given to the voters of the townships, to make an appropriation from the two-mill tax for the purchase of library books. It is to be expected that much larger appropriations will be made than those of last Spring, as time has now been given for a general understanding of the conditions of the law, and a much more general interest in the library system is manifesting itself through the State. It is true, there are still to be found those who count that all moneys raised for educational purposes, ought to be expended for teachers' wages; but there is a wiser and better opinion coming to prevail, and we may confidently hope that this cheap and powerful educational agency will not be suffered to languish. The argument for the support of school libraries is identical with that for the support of Schools, and whatever may

be said in favor of the latter is equally true in favor of the former. None of the money spent for education is more profitably expended than that which is paid for good books. They are the cheapest of all teachers. Waiting for no Inspectors' license, asking no monthly wages, keeping no set School hours, they make every fireside a School room, and bring the most gifted and wise — poets, orators, statesmen and scholars, of all climes and ages, to repeat their lessons of wisdom to the listeners in each family circle.

The inspiring influence of libraries upon teachers and Schools, has often been remarked by the leading educationists of the older States. The true teacher must be a perpetual learner, and the library at hand, in the School house it may be, is a continuous Normal School to him. He daily replenishes those stores of knowledge from which he must draw each day for the instruction of his pupils. I can scarcely conceive of any other circumstance that would be so likely to elevate the character of the teaching in our common Schools, as the planting in each district School house a library of well selected books. Nor would the influence end with the teacher; the entire School would feel it in every study and every exercise. Said HORACE MANN: "No one thing will contribute more to intelligent reading in our Schools, than a well-selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a School room, where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus,

the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his life. Let boys or girls of sixteen years of age, read an intelligent and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine, — a thing of cranks and pipes, — to say nothing of the pleasures and utility it will realize."

The perfection and permanence of the system demands that a fixed and sufficient sum shall be appropriated annually to the purchase of books. This will doubtless claim and receive the attention of the Legislature at its next session. Could one-fifth of the proceeds of the two-mill tax be set apart for a library fund, it would afford about $30,000 annually for the purchase of books, or about $7 50 annually to each district, having the average number of 59 children in its School census. This would amount to about 12½ cents for each child between the ages of four and eighteen years, and certainly no one could complain of the appropriation of so small a pittance to provide our children and our school districts with good books. Could there be created a library fund, which should be distributed to such districts on condition of their raising an amount equal to that which they receive, as the New York library fund was distributed, and as is the policy under the somewhat celebrated library system now in operation in Upper Canada, the districts would be stimulated to a higher interest in the libraries, and a much more liberal support would be obtained for them.

Maps and Apparatus.

Columns were prepared in the blanks for the Directors' and Inspectors' reports for 1859, for returns of the districts having outline maps and apparatus, and the value thereof. The reports received under these heads were very imperfect, and the result shows only a remote approximation to the truth. Some report maps and apparatus without giving their cost, while others give the value of the maps, &c., but do not report the number of schools possessing them. The number of Schools reported as having outline maps is 465, and the cost of such maps is reported as $2,929 35. This is only a little more than one school in ten throughout the State.

The number of schools reported as having any apparatus is still less, being only 355. The value of such apparatus is reported at $5,671 20. The law provides that districts having more than fifty children of School ages, may raise a sum not exceeding twenty dollars in any one year, for maps and apparatus. Districts with less than fifty scholars, are left without any power to procure these facilities. I cannot see any good reason why districts having less than fifty children, may not be safely entrusted with the power of supplying themselves with these useful adjuncts of the School room; and certainly, the need of illustrative apparatus is not confined to the Schools of the larger class. So much of the apparatus purchased in former years has been permitted to go to speedy destruction through the neglect of teachers and School officers, or perhaps, more frequently, from the lack of a suitable case or closet for their safe keeping, that a prejudice has arisen against the purchase of any new supply. But their utility remains unaltered nevertheless, and no good School will attempt to do

long, without these necessary means of instruction. I would recommend that in all School houses hereafter to be constructed, a small room be provided for the district library, and for the safe keeping of apparatus, books, &c., and for the display of such specimens in natural history as may be collected by the teachers and pupils. Such a room ought to be considered essential in every plan for a School house.

State Teachers' Institutes.

Under the law providing for Teachers' Institutes, there were held the past year, ten Institutes, at an aggregate expense, as shown by vouchers on file in the office of Public Instruction, of $1,590. The number of teachers enrolled as attending these Institutes, was twelve hundred and forty-two. The following tabular statement will show the places at which the Institutes were held, the times at which they respectively commenced, and the numbers in attendance at each.

Places of holding Institutes.	Date of Commencement.	Number of Ladies in attendance.	Number of Gentlemen in attendance.	Total in attendance.
Spring Series.				
Kalamazoo	March 28.	92	54	146
Tecumseh	April 4.	96	2	128
Northville	" 11.	103	48	151
Flint	" 18.	113	33	146
Fall Series.				
Utica	Aug. 29.	125	64	189
Owosso	Sept'r 5.	64	50	114
Sturgis	" 12.	50	28	78
Charlotte	" 19.	71	49	120
Dowagiac	" 26.	73	27	120
Grand Haven	Oct'r 3.	33	17	50
Total		820	422	1242

These Institutes were attended by large numbers also,

of citizens, and many young people not designing to teach, and whose names were not therefore enrolled on the record. The evening sessions, which were usually held in churches or public halls, and were devoted to popular lectures on education and science, were thronged with large audiences of people, and often the day sessions were crowded with attentive visitors.

Among the lecturers who gave instruction in the Institutes, or delivered evening addresses, there were Lieut. Gov. Fairfield, President of Hillsdale College; Rev. Dr. Stone, President, and Profs. Graves, Olney and Holden, of Kalamazoo College; President Fairfield, of Olivet College; Prof. Putnam, of Kalamazoo Union School; Profs. Sill and Mayhew, of the State Normal School; Prof. A. M. Kellogg, Owosso; Prof. Wm. Travis, of Flint; Prof. Fay, of the Asylum for the Deaf and Dumb; Dr. Clark, of Flint; Dr. Goadby and Prof. Abbot, of the Agricultural College; C. B. Stebbins, Esq., Deputy Superintendent; Hon. George Willard, J. Goodison, of the Normal School; H. P. Howland, of Battle Creek, and others. All the Institutes were attended by the Superintendent in person, whose time was thus occupied three months of the year.

The success of these gatherings cannot but be gratifying to every friend of our educational interests. More than 1,200 teachers have received the benefit of the drills, and have had their hearts warmed and their views ripened by the practical lectures of some of the ablest Educators of the State. Many a School has felt the power of the fresh inspiration caught be its teacher at these Institutes, and a new impulse has been given to thousands of little learners, by the novel and interesting plans of teaching, borrowed from the Institutes, and carried home to the School room.

As educational conventions, at which the friends of

education assemble, and where the public interests of education are discussed, these Institutes have an additional and most important use. As religion needs its associations and conventions, to keep its great truths and teachings dominant in the public mind, and as politics resorts to its mass meetings to arouse the people to its claims and to get its great issues into a living contact with the nation's heart, so education must have its public meetings and conventions, if it would lift the popular mind to a full and felt comprehension of its mighty and overmastering importance. That enlarged and alive public sentiment which alone can keep in healthful action, the magnificent machinery of our educational system, needs for its cultivation public meetings. The people must be brought together from their seperate districts, and be lead to look at the real grandeur and extent of those great common interests represented in the Common Schools. For these meetings, the Teachers' Institutes furnish valuable facilities, and the experience of the past has fully attested their value in this respect. A new interest has been enkindled in the cause of education wherever a successful Institute has been held.

I cannot permit this opportunity to pass without expressing my thanks to those gentlemen in the various places in which the Institutes were held, by whose influence and efforts, so heartily given, these gatherings were crowned with so much success. Everywhere I met the most generous co-operation and assistance from clergymen, lawyers, physicians, and leading citizens, without respect to party or sect, and all seemed desirous of making the occasions of the highest utility to the teachers and to the Schools. It was with especial satisfaction that I observed the total absence of all political jealousies among the

gentlemen who in the several communities were acting as leaders in the educational movement.

I should do injtstice not to acknowledge the generous hospitality of the several towns in which the Institutes were held. In nearly every case the citizens freely opened their doors, and offered gratuitous entertainment to the large numbers of teachers assembled. Many had their houses filled with these stranger guests during the entire session of ten days. No one can fail to honor and admire such exhibitions of high-hearted generosity, and no community but must be made better and happier by such an exercise of genuine, old-fashioned hospitality.

State Reform School.

Among the documents appended to this report will be found the annual reports of the Board of Control and officers of the State Reform School, which Institution, by an act passed at the last meeting of the Legislature, was placed under the supervision of the Superintendent of Public Instruction, who was, by the same act, required to embrace the reports of the Reform School in his annual report. The number of boys in the Institution at the time of writing this report is 103, several having been received since the Board of Control closed their report. The new wing, when completed, will relieve the crowded condition of the School, and afford room for fifty or sixty additional pupils. It is a question of grave importance whether the numbers congregated in one Institution of this class, ought to be multiplied much beyond the number that will then find accommodations there. The reformatory influence of the School consists largely in such power of personal kindness and control as can be exercised by the officers and teachers in charge.

When the number of pupils is so increased that the power of personal influence becomes less than the influence of the pupils over each other, the reformatory character of the School will be seriously impaired. If the gravitating weight of the mass exceeds the lifting power of those who are seeking to elevate it, the upward movement must cease. This danger is said to have been severely felt in some of the Institutions of this class in other States, and we should take warning from their failures. It is better that the State should incur the expense of additional Schools of this class, than that all the aims for which the School was established should be sacrificed. The proposition was before the Legislature, at its last session, to make a grant to aid in establishing a School similar to this in Detroit. Could such a plan be adopted, the present demands of reformatory education would be fully met.

I am happy to add my testimony to the faithfulness with which the officers and teachers are discharging their delicate and important trust. It will be well if these poor boys always find friends so wisely and warmly devoted to their improvement.

State Teachers' Association.

In connection with the Institutes, the Teachers' Associations of the State deserve notice as important agencies in the work of education. The State Teachers' Association is now an incorporated society, embracing in its membership most of the permanent teachers of the State, and many gentlemen, professional men, members of the Legislature, and others who lend their co-operation to this as the leading educational society of the State. It was organized in October, 1852, and has held one or two

meetings in each year since. Its proceedings, and many of the valuable papers read before it, have been published in the periodical (the Journal of Education) established by, and published under the direction of the Association. The transactions of the last annual meeting are to be published in a separate volume. The State of Massachusetts has judged it wise to aid, by an annual appropriation of $150, the State Teachers' Association of that State. Could a similar sum be given to this chief educational society of our State, to aid in the publication and more extensive circulation, of its annual volume of transactions, the efficiency of the society would be much increased, and the encouragement thus given to the society itself would amply repay the slight expense to the State. The State Agricultural Society receives annually $2,500, and its annual volume of transactions is published at public expense. Without such encouragement, this useful association, so important to all the industrial interests of the State, could scarcely be maintained. The Educational Society, equally important to the educational interests, since these interests are as much benefited by associated efforts as those of agriculture, does not require so large an expenditure, as it holds no fairs, but it is still worthy of some due measure of support, inasmuch as the improvement of its children is certainly of as much consequence to the State as the improvement of its cattle.

Efficient county societies are maintained in several of the counties, and in all of these societies which I have visited, leading citizens of all professions have been found lending an active co-operation with the teachers for the promotion of the interests of education in the county. Beside these, many townships maintain educational societies, and much good is reported as resulting from their

meetings. No friend of popular education can look with indifference upon these efforts to arouse public attention, and improve public sentiment. It is to be hoped that these societies will be multiplied, and that all classes will be brought to an active co-operation in these associated labors for the advancement of the character and efficiency of the public schools.

JOURNAL OF EDUCATION.

After coming into office, I weighed carefully the question of exercising the authority given by law to the Superintendent, of subscribing for a copy of the Journal of Education for each of the School districts of the State. The need of some such means of communication with the district officers had been frequently asserted by my predecessors, and by the Superintendents of other States. I finally, the first of March, subscribed for a sufficient number of copies to send one to every School Director, at the rate of sixty cents a year. The small sum of sixty cents to each district is surely no great price to pay for an agency that puts the department in monthly communication with every district board in the State. The Journal has been of great service in giving an early publication to the laws past the last session, and in carrying the ordinary notifications of the Department. A considerable portion of its cost has been saved to the State, in the circulars which must otherwise have been issued, and the postage on them. It will be still more useful the coming year, and will probably save the department nearly its cost. Some of the States are accustomed to make appropriations for the circulation of tracts on the subject of education: this goes as a monthly tract to the districts, and the influence it thus exercises

in promoting the efficiency of our system of Public Instruction cannot be too highly estimated. In a few instances the directors have shown so much indifference as not to call for their copies, but in the great majority of cases it is inquired for with interest, and often is circulated and read throughout the district.

General Remarks.

In our efforts to perfect the School system, we are in danger of forgetting that this is but the machinery and not the real work itself of education. It is, indeed, the needful and effective means, but not the aim or end. The final question to be asked is not as to the magnificence or perfection of the machinery, but as to the real quality of the work it is doing. When we have built commodious school-houses, accumulated vast and ample School funds, elected school officers, and employed duly certified school teachers, our work is but just begun; or rather we have merely collected in the field the men and means for the work. The gravest question of all yet remains. How shall these agencies then be applied, and to what end? What shall be the real character and extent of the education given to our children?

Turning from the constructive ideas and constituent parts of the School System, we are led to notice several defects in its working, that were unsuspected in its theory. The chief of these defects are these four, viz: 1st. Erroneous ideas of education; 2d. Lack of parental cooperation; 3d. Failures in duty on the part of School officers; and 4th. Defective teaching.

1. It is plain that the success of any enterprise depends upon a wise adaptation of the means used, to the ends to be accomplished. But if those ends are unknown,

or but vaguely understood, the means must be chosen at random, and applied with great uncertainty and loss of power. If wrong ends be chosen, all the efforts must be disjointed or nugatory, and all the results defective, if not pernicious. What then are the ends held in view by the masses of our people in sustaining their Schools? or, in other words, what is the general idea of education prevailing in the districts? The answers to this question would perhaps be as multifarious as the people returning them; but it would be safe to affirm that a majority of them would exhibit defective views and opinions. Among the errors, the most common is that which counts education to consist in the acquisition of the mere literary arts of reading and writing, and the art of computing with numbers; and that other which counts it the filling the mind with ideas and knowledge. It is apprehended that large numbers of people have no higher idea of the utility of the Schools, than that they are places where their children can be taught to read, write, and cipher. Of the plastic power of education to mould the character, and develop the talents, to elevate and refine, to inspire the mind with true ideas, and the heart with humane sentiments, they have never dreamed. They ask only of the School that it shall teach their children how to interpret printed characters and write their names and keep accounts; and asking nothing more, they rarely get even this in any tolerable perfection. Learning bestows not willingly even her commonest gifts upon those who slight her richer favors, her profounder mysteries. It will be at once seen how meagre and puerile must be a school having no higher aim than this, and how little likely, that people, holding such views, will be to secure any other.

The other error, though less narrow, is scarcely less

pernicious than this. Rightly counting knowledge a valuable possession, but falsely concluding that stores of it may be acquired in youth to last through life, they would crowd the Schools with studies, on the plea of their being *useful* till the Cyclopedia would be the most appropriate text book, and a College Faculty would scarcely supply learning enough to fit the teacher for his task. They seem to have gained no true conception of the higher and more valuable power of education to awaken the activities of the mind, to quicken the power of thought, and to make the soul itself a fountain head of knowledge instead of a mere reservoir to be filled only to grow stagnant, or become dry again. It is true that the acquisition of knowledge is an important end in education, and especially important in childhood, when the impressions made are the most vivid and enduring. And it would be well, also, if instructors would remember that the mind must be nourished as well as exercised,—that while repeated and trained action gives facility in the mental processes, still the growth of the mind is only co-ordinate with the growth of its ideas. It should be made an aim in teaching, to give to the pupil, or to lead him to obtain for himself, each day, some new idea to ponder, some new fact in science or history, some new truth in morals, some new principle in philosophy on which to exercise the powers of thought and feed the intellect. But this is very different from that erroneous opinion which I am speaking of, that would attempt to commit to the narrow and feeble grasp of childhood the full comprehension of sciences which task in their study the ripest powers of educated men, and would distort the Schools in a sort of mental flattening pens, in which the pupils are to be crammed with crude digests of such sciences as the parent may deem "useful."

Moral power is better and more valuable than mere mental possessions. Possessions waste and decay; power goes forth to continually new acquisitions. Possessions sometimes cumber a feeble owner with their very bulk and number, and we have all seen men whose knowledge was immense, but whose opinion was worth nothing. Power of thought, on the contrary, makes even small possessions valuable, and Newton-like, finds in a single fact the key to the most general facts, and comes finally to the cognition of sublime and heavenly truths. It would be scarcely more absurd to clothe small boys with hats, boots and coats of full grown men, and to require men's work at their hands, than to attempt to invest them fully with knowledges which require the full mental power of adult manhood.

Out of these imperfect and erroneous views of education, or, perhaps, entire absence of views, it has come to pass that nothing like a regular course of study has ever been introduced into the Primary Schools, much less any course based upon the laws of mental growth, or conformed to the natural progress of mental development. They have no established sequence of studies, except that learning to read stands necessarily first. Beyond that, each pupil follows his own bent or the caprice of his parents. It is very much as if a farmer should follow no certain order in the cultivation of his harvest, but perform the different operations at random, perhaps sowing his seed, then plowing his land,—sending the reapers forth at seed time and the cultivators in harvest. Equally ill assorted and without certain order, are frequently the courses of study pursued by pupils in the Primary Schools. Studies are begun without reference to the pupil's capacity, and changed without regard to his progress. The mind has its laws of

growth and culture, and established and certain, as the laws of the growth and culture of corn, and the successive studies of the course should bear a strict relation to the stages of development, just as the several steps in corn culture answer to the varying conditions of the growing plant.

The true idea of education is that of a cultured growth —a trained development. Its chief end is the attainment of mental power and true character; its chief means the exercises of study, and the enlarging influence of ideas. Our Schools, if conformed to this idea, would be neither mere literary shops, where apprentices may learn the trade of reading and writing, nor feeding stalls for cramming plethoric memories with useful information, but true Schools, where, by the ministry of knowledge adapted to the varying age, and by the discipline of studies proportioned to the power, the soul might come to a full and rounded growth and ripeness, and the intelligence be furnished and fitted for a lifelong pursuit of knowledge.

2. The frequent lack of intelligent and efficient co-operation on the part of parents, is another defective element in our School system which no perfection in the mere machinery of the system can supply. Parents, and especially mothers are the first and divinely appointed teachers of childhood. Other teachers are but assistants—assistants to do, perhaps, what the parent cannot do, but still assistants by wohse help the parent secures for his child the education which his duty requires, and his love prompts him to give. "*In loco parentis,*" is the language both of law and reason.

Six hours only out of the twenty-four are spent by pupils under the care of the teacher; the remaining eighteen all belong to the parent, beside all holidays and Sabbaths. Without the parents' aid, punctual and regular attendance can not be

enforced, nor a steady and unflagging interest in study maintained. And when, moreover, it is remembered that education is not solely the work of the Schools but the result of all the influences that form the habits or fix the character, it will be seen how large the proportion which home agencies must supply. But if this home work is left undone, and the home influence yields no support to the work of the School, how heavily and slowly must that work go on,—how doubtfully indeed, when, as is too frequently the case, the home influence becomes hostile and pernicious. Like Penelope's web, which was raveled by night as fast as it was woven by day, so many a child's education, in all its higher, molding uses, at least, loses nightly by the fireside what it gained in the day's work at School. Let the multitudes of ruined characters and blighted hopes, found throughout the land, furnish the proof of the sad truthfulness of this picture.

It is a generally conceded truth that the Schools can not be made to reach the highest efficiency and success without the aid and co-operation of parents. When the State has done all it can, this aid must still be had. Make our Schools free as sunlight and air,—let Wisdom cry at the corners of the streets,—yet if the Home does not love and cherish the School, the latter must stand as some piece of mighty machinery, grand, glittering, golden in promise, but weak and imperfect in performance—lacking that impelling power which alone can set its thousand wheels full and fruitful action.

3. The failures of School Officers to discharge fully the duties contemplated in the law, and required for the well-being of the Schools, constitute another defect in the practical working of our School system. The duties demanded of these officers are burdensome and ill-requited, often required to be performed gratuitously and without even thanks; and it is well known that generally, in the rural districts, citizens accept the district offices with reluctance, while not a few absent themselves from the annual School meetings to escape the chances of election.

The School officers of the State consist of two classes: the District Boards, and the Township Inspectors. The former serve usually without pay; the latter are entitled to one dollar per

day for the time spent in service. On the faithful and efficient discharge of the duties devolving upon these officers, the successful working of the School system principally depends. They are the engineers of the machinery. If their part is imperfectly performed, the system is made to that extent ineffective. Perhaps in no State are the School offices better filled than in ours. In many districts and townships, men of liberal views, and earnest benevolence have accepted these offices, and have discharged their duties with a zeal and efficiency productive of the greatest public good. Many indeed have gone far beyond the mere requisitions of the law, and have devoted days and weeks even to the care and supervision of the Schools without any expectation of reward save that arising from the good done. But it must be confessed that many of the district officers shrink from any very active discharge of duties, so toilsome and thankless, while very many others are too indifferent to attempt any but the most necessary official action. The School houses are left unrepaired from year to year till they become unfit for occupancy. Broken doors and windows admit wind, rain and snow; broken stoves, walls marred and stained, and benches broken and carved, give an air of general discomfort, till the old house is felt to be fair game, by the boys who have never been trusted in a more neat and comfortable building. The accidental injuries of successive years, and the marrings, slight and few at first, of careless and too active boys, are left unrepaired, and these in their unsightly aggregation, are pointed to as proofs that it is useless to make a School house tidy and comfortable. Boyhood has been thus stigmatized with a vandalism which public neglect has itself provoked and stimulated, and the Schools are made to suffer the grievous burden of this oppressive neglect of all attention to their comfort. The fuel, also, is often deficient both in fitness and quantity, and many days of Scool time are annually wasted from this cause. It is to be hoped that a ripening public sentiment, which has already replaced many of the old style of School houses with new and more commodious structures, will speedily remedy these evils, and that better officers also will come to supply the places of those who have neglected their trust.

The system of supervising Schools by Township Inspectors,

is generally believed by educationists to be radically defective, inasmuch as it fails to command the services of qualified men, or finds those men so engrossed with their own business that they can not afford the necessary time to the duties of the office. The true theory seems to be the employment of competent men, at a salary that shall command their entire time, and with a sufficient extent of territory to give them full employment. In Pennsylvania a Superintendent is elected for each county, and in New York, a School Commissioner for each Assembly district. These officers occupy themselves entirely with the business of their offices, and becoming familiar with their duties and deeply interested in the Schools, they work with skill and efficiency, and touch, with their own earnestness the public mind.

Perhaps no part of our System of Public Instruction is working so unsatisfactorily as that of the inspection of teachers and the examination of Schools. While it is expensive, costing the township annually *not less than fifteen thousand dollars*, it effects little or nothing in securing to the Schools well qualified teachers, or in promoting their progress by thorough supervision. The question of a change in the law demands the serious consideration of the people of the State. *Nearly a million dollars* are expended annually in the State for the education of the young. A thorough and competent superintendence of the Schools might easily double the value of this expense to the children receiving it. Such a superintendence by county superintendents would cost not less than $23,000 a year, or about $8,000 more than is paid under the system of township inspectors. This sum would be less than 2½ cents on each dollar expended for Schools, or about 10 cents per scholar. The question will suggest itself to practical minds, whether it is not better to pay $23,000 for an efficient and valuable superintendency, than $15,000 for a system that it is in most cases entirely useless.

4. The fourth and final defect in our Schools to which I proposed to call attention, is the defects in the teaching. I must content myself at present with a few general remarks upon this topic. It is evident that all the importance of our School

system concenters in this work of teaching. To this all its forces and agencies look, and here in the living contact of teachers and pupils all the work of the system culminates. For this, School funds are raised, School laws enacted, School officers elected, School houses built, and Schools convened. A failure at this point is a failure in all, and success here is the success of the entire system. No question, therefore, is of more vital force and consequence than the question of the actual character and success of the teaching done in the public Schools. Before noticing prevalent defects, it is due to say that a great improvement has already taken place in the department of teaching, and an increasing number of good and successful teachers are found in our Schools. We have, indeed, many teachers of great excellency, who are doing valuable service not only in their own Schools but also by their influence and example.

That the teaching in large numbers of our Schools is defective, is evidenced by its unproductiveness. The masses of graduates from our Primary Schools are not as well educated as they ought to be, with the same outlay of time and money. The scholarship of the pupils fall far below what might be reasonable expected. Many successive terms are spent in learning to read, yet how very few the good readers. Spelling is taught till the pupils tire, but whoever has occasion to conduct a correspondence with many people, learns conclusively that correct spelling is not a common virtue. And so with the other Primary School studies, writing, arithmetic, geography and grammar; they are abundantly studied, but rarely well and fully learned. And that this failure is owing to defective modes of instruction, and not to inherent difficulties in those branches, or to want of capacity in common minds to acquire them, is shown by the fact that under true teaching they are often mastered in one-half of the time which is spent over them almost in vain, under unskillful teachers. Judging by the progress made in our better Schools, I have no doubt that, with no greater outlay of time that is now passed in Schools, the population of our country might be twice as well educated as they now are. The maximum power of true teaching lies far above the measure of the common performance in our Schools.

The defective teaching prevalent, is mainly referable to these two heads, viz: *lack of thoroughness*, and *lack of thought.*

Too commonly, by far, lessons are accepted, as sufficiently learned, when not more than half of the questions can be answered by the pupil, and frequently the answers given are fragmentary and mumbled, the teacher suggesting the first words, or adding the conclusion. But little attempt is made to secure a thorough understanding of the ground gone over, and the pupil is assigned another lesson before the first is completely learned. To add to the mischief, many teachers have no daily reviews, by which the pupil is carried back each day to revisit the ground of the previous day's lesson, to test again the accuracy of his knowledge, and to bring forward its connection with the lessons of the day. Lesson follows lesson, and day succeeds day, nothing learned perfectly, and much forgotten almost as soon as learned, till the term is finished, and perhaps the book; and the next term the pupil is put back by a new teacher, to go through the same process with the same result. Not only is no real progress made by such teaching, but the pupils soon lose all power of learning lessons perfectly. Habits of inattention are fastened upon them, and in all the reading of after life they find it impossible to fix the attention or retain what they read. Besotted with long indulgence in this indolent inaction, the mind shrivels and becomes incapable of true study. A mental character is formed which almost precludes all hope of future scholarship, and the pupil is condemned to a life of imbecility and ignorance.

Nor is the injury done to the intellect by these imperfect lessons the worst of the mischief. The moral characters suffers even more than the intellectual. The principle of obedience is sacrificed by a constant neglect of the teacher's injunctions, and the sense of duty broken down by a daily rendering of less than half of what duty requires. At the outset the pupil feels under obligation to commit the lesson assigned; he makes some effort, and perhaps if the lesson had been carefully measured to come within his powers, he might have succeeded. But having once, through idleness or inability, or perhaps, if a mere tyro, through the neglect of the teacher to show him how to study, and in what manner to learn, failed to make a perfect recitation, he finds

his failures palliated, and his defective answers supplied by his instructor, and becomes thenceforth careless of making any very strenuous effort to meet the demands made upon him. Duty has lost something of its sacred obligation, and what wonder if he who, habitually and without compunction, renders half a lesson for a whole one, should go on through life paying 50 cents on the dollar, giving dishonest and slovenly service where he owes good and honest day's work, and resting easy with a careless neglect of all duty to God and man. Let the teacher who habitually allows anything short of full, plain, prompt replies, or clear and correct recitation, ask himself whether all the teaching he is doing will compensate for evils such as these which he is entailing on his unfortunate pupils.

The true maxim of teaching young children is "little by little"—each little thoroughly learned, thoroughly comprehended, and frequently reviewed. Let it be required that each lesson shall be fully committed, and each recitation clear, prompt, and without a miss of a single question. Make the lessons so short that this can be done by every pupil in the class. Let no prompting be given by either teacher or classmates, and teach each pupil, when necessary, to say plainly and frankly that he does not know the answer, rather than to stand guessing out replies. The pupil who learns a very short lesson thoroughly to-day, will learn a longer one to-morrow. Power grows with its use. The knowledge, thoroughly acquired, becomes the basis of new acquisitions, and each lesson, thoroughly understood, throws light and interest into the next. The mind thus trained, instead of becoming feebler, as in the other case, grows stronger and stronger, and its progress, at first slow and toilsome, comes finally to the power and pace of a triumphal march. Thoroughness becomes the fixed habit of character, and goes forward with the pupil into all his later reading and study. Books become to him lifelong teachers, and a perpetual and ever ripening scholarship rewards his reading. Whatever question of science or duty, of religion or of business, comes to claim his attention, he meets it with his old habits of thoroughness, formed in the School room, and leaves it only when its mystery is solved, and the answer lies clear and complete in his mind, ready for utterance or use. Into

the counting-room, the fields, the jury-box, the Senate chamber, the church, or wherever duty may call him, this invincible habit goes with him, and invests him with a power and influence which all men feel and approve.

The second general defect in teaching, which I mentioned, is the failure to excite thought in pupils. Even when thoroughness in recitation is required, it is sometimes only the thoroughness of the memory, and not of the understanding. Every word of a lesson may be reproduced by the pupil in its proper place, and even passively received into the understanding, and yet no original appropriating activity of the pupil's own thoughts be excited. There is as wide a difference between the bare conception raised in the mind, by the words and thoughts of another, and the actual thinking out of truth for ourselves, as between the image formed in a mirror by the rays of reflected light, and the picture made upon canvass by the patient labor of the artist: The one passes away when the reflected object is removed; the other abides a permanent possession, "a thing of beauty and a joy forever."

Now, in many Schools it happens that so much of the pupil's time is passed in learning the lessons assigned, and so much of the teacher's time employed in ascertaining that the lessons are learned, that no leisure is left to awaken by conversation and varied questions, by suggestions of collateral truths and apt illustrations, the pupil's own mind, and get him so deeply interested in the subject itself of his lesson, that he will become a thinker, and not a mere learner of other men's thoughts. The arrangement of the School give just time enough for the bare recitation of the lesson, and the hasty assignment of another, when the class must be dismissed to make room for the next. Many who would otherwise become good teachers, compelled, as they think, by a false public sentiment, or by the necessities of their Schools, allow themselves to mount this treadmill, and move day after day through its profitless routine. What should we think of a farmer who should feel himself compelled to make each day so many bouts in ploughing that he could not stop to enter his plow-point into the sod?

It was the chief educational maxim of Page, the lamented Principal of the N. Y. State Normal School, "wake up mind," and this was the burden of many a lecture to the teachers under his in-

struction. It is a cardinal principle in all true teaching. The teacher should narrowly observe his class, and see to it that they are set to thinking. A mere assent of the understanding is not enough. The pupil must be incited to living, original thought. He should think his way through every study he pursues. The food we take into our stomach does not become our own flesh and blood—does not add to our sinews and strength—till we have digested it by the living action of our own powers. So neither does truth become a part of our own mental force and furniture till it has been thought out into our beliefs.

The real value of education is to be measured not by the extent of ground passed over, nor solely by the amount of knowledge gathered up, but by the power and habits of thought which have been developed. Not to fill the store-rooms of memory with the finished products of other men's thought work, but to set the pupil's own mental machinery in motion—to fit him to become a producer, and not merely a consumer in the great world of thought—to send him forth, at least, able to do his own thinking, and to fulfill intelligently his own proper duties as a man and a citizen—this should be the final aim of the School in regard to each and all of its pupils.

I can only briefly advert to another defect in many of our Schools, which is detracting largely from their usefulness, and not unfrequently utterly robbing them of their value. It is the lack of good government. Here is the frightful maelstrom in which the well being of many a School, and the hard labors of many a teacher, are wrecked. Annually numerous Schools break up, and hundreds of others are turned into mental and moral pest-houses, by the failures of teachers to govern properly. In some cases, the school is kept under subjection only by the superior physical force of the teacher, who walks the School room armed constantly with ferule or rod. It is a state of constant hostility, and the whole term is but one prolonged campaign, only interrupted with temporary truces, and diversified with frequent skirmishes and pitched battles. In milder cases, the teacher maintains his post by a series of threatenings and coaxings, and by dint of wheedling, flattering and whipping, succeeds in getting through his term without being turned out of doors. In still other cases, where teachers of more

governing power preside, the good order of the School is allowed to be broken up by mere neglect. The teacher is too busy, or else does not think it of sufficient consequence to introduce and maintain any very perfect system of order. It ought in justice to be remarked that the prevalence of bad School government is not all chargeable on teachers, but results in no small degree from the lack of good family government, and in not a few cases from an unwise interference of parents with the regulations of the Schools

I do not propose to discuss in this report any of the vexed questions as to the kind of government to be maintained, or to the modes of maintaining it. I desire only to express my intense conviction of the necessity of good order as a principal element and an essential condition of all good teaching. The teacher, in entering upon his work, should count himself not only as invested with authority, but as bound by highest duty to maintain good order in his School. No amount of mere teaching can compensate for a failure to establish and maintain such quiet and system as shall not only facilitate the work of the School, but as shall send its pervasive influence through all the character and life of the pupils. A good government, in family or School, is itself a powerful and beneficent educational influence, and rarely shall we find a useless or a troublesome citizen coming forth from families or Schools, where such government prevails. Let the teacher settle it in his mind as a most certain truth that he is never so effectually educating as when he is maintaining good order. The quiet that reigns around them settles into the very souls of his pupils, lending its own calmness and power to their minds. The orderly division of time, and the regular systematic movement of the exercises, comes to stamp its own impress upon their mental habits. The law-abiding and orderly pupil will be an orderly and law-abiding citizen, and the quiet, systematic methods of the School will follow him into all the business of life. Were good family and School government more common, we should have fewer turbulent citizens, fewer broils in the streets or in the halls of Congress.

It is a saying of the Germans, "Whatever you would have appear in a nation's life, you must put in the public Schools." The future State itself is now in these Schools. Its governors and peo-

ple—its men and women—its lawyers, merchants, farmers, teachers, ministers, judges, and statesmen,—the founders of its future families, its fathers and mothers, are all now upon those benches, and grouped in those classes, taking upon them the characters, and forming the principles which will shape not only their own coming lives, but the fortunes of the country which they will rule. The America of the coming years is now getting its education in our Schools. Its future bankers are now learning that faithfulness to duty that will make them the trustworthy masters of finance for a great commercial nation, or else that looseness of principle and tricky selfishness which will swindle thousands by their giant frauds. Its future statesmen are gaining there the oak-like integrity which will stand unbent amid the great strifes of the coming years, or the supple flexibility of conscience that will deceive the nation in its times of trial, and sell the public good for private advantage. Here are shaping the very lives that shall be lived out, in the shops and the streets,—the very style and stamp of the manhood that shall hereafter fill the land. Who then can rightly estimate the inexpressible importance of our Schools? What has been said by one of our greatest poets, of our country itself, may be asserted with a more thrilling emphasis of her schools:

> "Humanity, with all its fears,
> And all its hopes of future years,
> Is hanging breathless, on *their* fate."

In our School system lies a limitless field of progress and power. Here the State may expend her mightiest energies, and gather harvests that shall reward her costliest efforts. Amidst the clustering thousands of her children lie minds which it were worth a continent to unfold, minds whose cultivated greatness would bless the world for all coming ages, and shed a glory on their native land, which should, like that of Greece, long outlive its national greatness, and make it still to be loved when it was no longer feared. What possibilities of power and good, of eloquence and wisdom, of wonderful inventions and magnificent enterprises, of virtue and greatness, lie hidden in that great mass of childhood! Would we develop our resources? Where shall we find them in such richness and grandeur as in the hearts and intellects of our children? Would we build up the influence of our State, and

achieve for her a higher place in the family of States—let us remember that it is her men, her leading minds, her eloquent orators and great statesmen, her authors and men of science, her Websters, and Longfellows, and Agassizes that constitute the true wealth, and give fame and influence to a State, and not the amount of its exports or imports.

And, finally, let me plead for universal childhood. What nobler object can a State propose to give to itself than to give to all its children such culture as shall save them from ignorance and crime, and make their lives bright and blessed with the light of a pure learning, and the refinements of a sound and genuine cultivation.

The State is the guardian of its children, and is bound by all ties of duty to itself and them, to secure to them the rights and privileges which parents may neglect or refuse to supply. Let the mute but eloquent pleading of the hundreds of thousands of those little minds whose capacity for an endless culture is a prophecy of their immortal life, be heard by the State, and through her educated children she shall project into the great future all that is pure and worthy in her civilization—all that is benign in her institutions.

JOHN M. GREGORY,
Superintendent of Public Instruction.

Lansing, December 31, 1850.

THE STATE NORMAL SCHOOL AS A PROFESSIONAL INSTITUTION.

By A. S. Welch.

A PROMINENT educationist has lately suggested that our State Normal School may possibly be forgetting its special mission, and giving a course of instruction which is too exclusively academical. I embrace the occasion thus afforded, to publish a brief account of our professional labors, the more readily, because an enquiry into the facts of the case may prevent, hereafter, careless conjectures and uncourteous criticism. Moreover, the numerous friends which the system and steady discipline of the Normal School have secured in all parts of the State, may be glad to gain more precise knowledge on the subject.

There are in the Normal School five classes, designated respectively by the letters B, C, D, E, and F and the studies assigned to each class occupy, generally, a single term or half a year. A diligent student may, consequently, complete the entire regular course in two years and a half. The B class, being the lowest, is composed of the applicants for admission who present themselves at the beginning of every term. Such applicants can not be admitted without first being examined in practical Arithmetic, Grammar, Local Geography, Spelling, Reading, and Penmanship, and signing a declaration of intention to teach in the schools of this state. If the Board of Instruction find any thing in the mental or moral habits of the candidate which unfit him to become a teacher he is rejected, even if he passes an examination in the studies required.

But low as the standard of admission to the B class is, it is made up, to no small extent, of young men and women who have already had charge of district schools, and who, having learned their own defects in the school room, have sought the Normal School, for the purpose of attaining a higher preparation for the teacher's work. Now should we reject this large class of applicants, who compose about nine-tenths of all that

resort to the Normal School, we know full well, that the system of inspection in this state is such that they could again find positions as teachers without further preparation, and we should thus lose forever, the opportunity of doing them good and of reaching, through them, a large class of district schools. If it be asked why they do not attend other schools until they become proficient in the various branches of study, and then seek the Normal School for instruction in the art of teaching, the reply is obvious. They have not generally means enough to enable them to attend any school more than a single year, and during that period professional instruction is much more successful if given in connection with a through review of the common branches than it possibly could be if given separately in a much shorter time. In truth every cultivated teacher knows that separate professional instruction, so far as the methods of teaching the various branches are concerned, is simply impossible. One surely can not learn the best modes of presenting a class of truths without, at the same time, contemplating the truths themselves in all their relations. Every scholar will understand me when I say further that when instruction in any science, and instruction in the methods of teaching it, are given together, the knowledge gained of the latter is made much more familiar and practical by means of association. Moreover, this kind of professional training is greatly aided by teaching the pupil himself the various branches according to methods which he is to learn and afterwards use.

These are among the reasons why our standard of admission is no higher, and when I add that the organic law of the Normal School requires that we should give instruction in the common branches, and that the proportion of pupils who repair to the institution with any adequate knowledge of these, is exceedingly small, I trust I have said enough to justify our position.

It would indeed be very pleasant and profitable to give purely pedagogical training (so far as it can be given) to students whose acquirements should be so high that they would need no scientific instruction; but he who asks for such students

in this country will be answered by an echo. Our mission, principally, is to aid the common school teacher, and we must take him as we find him. We heartily wish that we knew of some principle of metamorphosis by which we could make him a finished scholar at once; but as we do not, it would be worse than idle folly to attempt to give him merely special training in the methods of teaching what he does not know. Theories of ideal perfection may be very attractive, but they are valueless, because they apply not to the actual condition of things. It is all very fine to build splendid castles in the air but we must live and labor on the real earth. Should we raise the requirements for admission so as to cut off the B class entirely, we should lose every year the opportunity of giving some help (we are sorry that it is so little) to, probably a hundred different actual teachers who now resort to the Normal School. Should we raise the standard of admission a single year there would probably remain in the whole school about forty pupils, and these would not be benefitted by the measure, since this latter class receive already as much instruction as they can well digest. But should we reject all except graduates and students who have attained a high degree of intellectual culture, we should justly be ridiculed as idle visionaries. We might as well

"Call spirits from the vasty deep."

The fact is we can not fully realize, in our country, either the idea of a Normal School or that of a University. The former is compelled to do much which is outside of its special work, and which ought to be done in our Union and other schools, and a part at least of the curriculum of the latter, properly belongs to a Gymnasium. Let the Normal School retain its name, because of such special training as circumstances permit it to give, and let the University be so called because much of the instruction, imparted there, belongs to a University proper. Both have been successful in spheres which are widely different. But the obstacle common to both is, that candidates for admission are so poorly prepared.

We are now ready to enquire what special professional training is given to the several classes. Throughout the course

we insist on an accurate and thorough knowledge of the various branches pursued, as an indispensable condition to successful instruction in the best methods of teaching them.

It is for this reason that the amount of professional training increases as the pupil advances in the course. Those who join the B class come to us with loose intellectual habits and feeble powers of application. They have indeed sufficient knowledge of the elementary studies to gain admission, but that knowledge having been acquired by accidental processes, is exceedingly unsystematic. They must, consequently, spend one term in a rigid review of Geography, Elementary Grammar, Practical Arithmetic, Spelling, Reading, &c., and they do well if, in that time, they become proficient in these branches, and gain systematic habits of study and thought.

Under such circumstances one would think that nothing could be done in the way of pedagogical training; yet, something is attempted. They are taught, in the first place, by methods which are uniform and rigid, and these same methods are, from time to time, made the subjects of special explanation. In Orthography, for example, not only are words presented uniformly to the eye, but the pupil is taught how to use the same process in giving similar instruction. In addition to this, a course of familiar lectures on personal habits and aquirements, requisite to success in teaching, is given to the class; and thus they gain a genuine *ideal* which they are exhorted to strive to realize in their own characters. I may add that careful notes are taken of these lectures, and that the class is examined at the close of the term on the topics which they embrace.

In the C class pedagogical training is made more systematic and thorough. During the term advanced Grammar and Arithmetic (Mental and Higher) are finished, and Algebra and Natural Philosophy begun. Instruction is also given in Singing, Drawing, and Elocution.

The pupil recites by topics, and is required to give, unaided, a strict analysis of the topic assigned him. Under this system he is enabled, from outlines which the teacher supplies, to form methods for himself, which are afterwards made more familiar and practical by special discussion. Under this system, too, he becomes so familiar with the subject of study that the order

and processes, by which they should be presented to others, are learned with little difficulty.

In this class, as well as in all the higher classes, every instructor regards method-teaching as his special duty, and endeavors to secure for his pupils such proficiency, that it may be successfully imparted. Moreover, the methods and processes thus taught are in each class made the subjects of a separate examination at the close of the term.

But instruction which is entirely special, is given to the C class in the form of a full course of lectures on the "Art of Teaching"; "School Room Duties," &c. In these lectures are presented the characteristics, manners, and personal habits which are requisite to eminence in teaching. They also embrace such topics as "The Organization of District Schools;" "Means of Securing Steady Attendance"; "How to secure an Interest in Studies"; "Government"; "Discipline" and numerous others of a similar nature. All of which topics are, also, made the subjects of special examination at the close of the term.

The D and E classes listen to a course of lectures on "The Means of Moral Training": "Methods of Teaching the Virtues," &c. &c. They also have practice in experimental teaching, according to a regulation which requires that each pupil shall teach at least a term in the Model School. As to the scientific studies, which they pursue, they are such as the Normal School law contemplates and the Board of Education approves.

But I have reached the limit assigned me in this number of the Journal.

I have something farther to say of the professional studies of the F class, and some reasons to give why languages are taught at the Normal School. For this purpose I will ask for space in a future number. Allow me in closing to remark that I know of no Normal Schools in which professional instruction is given exclusively. On the other hand, in the Teachers' Seminaries which I visited in Germany, two years out of three are employed in giving instruction which is exclusively scientific, and I look in vain into Barnard's Book on the Normal Schools of Europe for examples of any such institutions which do not occupy one-half their allotted course in the same manner.

DEPARTMENT OF PUBLIC INSTRUCTION.

Notice.—School Library Books.

The *first period* for ordering library books under the State Contract, expired the 15th day of February. On account of delays in collecting taxes, many districts did not receive their library money in time to order their books during this period. It has therefore been deemed advisable to permit another ordering of books before the summer period announced in the library circular. *Orders for books may accordingly be sent* to the Contractors, F. RAYMOND & Co., Detroit, *till the 15th of April* next, and the books thus ordered will be delivered within Eight weeks after that date. Any district Director or township Clerk who failed to receive the circular with a price list of the books selected by the Board of Education, will be supplied with such list on application by letter to the Superintendent of Public Instruction, Lansing.

SCHOOL INSPECTORS are reminded that the Fine moneys appropriated for the support of libraries, are apportioned by the County Treasurers between the 1st and 10th days of April. The Inspector should apply for such moneys belonging to their respective townships, and in the townships having District libraries they should apportion such moneys among the districts according to law. — (See Section 116, School Laws of 1859. Also sec. 3 of library law, page 231 School Laws, 1859).

TAKE NOTICE.—The vote must be taken at the Township meetings in April, to determine what part of the two mill tax shall be appropriated to the support of Libraries the coming year. (See section 107, School Laws of 1859). School Officers should see to it that this vote be taken.

State Teachers' Institutes.

TEACHERS' Institutes will be held under the direction of the Superintendent of Public Instruction aided by a corps of able and experienced Lecturers, as follows, viz:

At OXFORD, *Oakland* Co.,	beginning	Monday,	March 19.
At Marshall, Calhoun Co.	"	"	" 26.
At Hastings, Barry Co.	"	"	April 2d.

Each Institute will continue in Session *ten working days*. Tuition will be free, and efforts will be made to furnish free board and accommodations to the teachers that may attend, at least to those who are earliest in attendance.

SCHOOL OFFICERS are especially invited to use their influence to secure the attendance of teachers from their neighborhoods. Those seeking teachers for their schools will find it useful to visit the Institutes as large numbers of teachers will be in attendance.

State Agricultural College.

THE yearly term of this institution will open February 29th. With J. C. HOLMES, Esq., as Superintendent of Horticulture, and JAMES BAILEY, Esq., as Superintendent of the Farm, opportunities of rare value are offered

to young men who wish to obtain a practical knowledge of Fruit growing, Gardening and Farming. The course of study is adapted to give a thorough acquaintance with all the sciences that bear upon agriculture in any of its departments. Students wishing a place in the College should apply early as the number that can be accommodated is limited. Circulars can be had by application to Prof. Fisk, Lansing.

EDITORIAL MISCELLANY.

We have to announce that Prest. E. B. Fairfield, who was the appointed Editor for this number, notified us too late to allow us to call another of the editorial Duodecemvirate to our aid, that by reason of ill health he should not be able to supply material for the Journal this month. Many will regret with us this loss of a treat from his facile and eloquent pen. We trust, however, that contributions from him will yet enrich the pages of this seventh volume.

Transactions of the State Teachers Association. — This volume is at length through the press, and will be ready in a few days for distribution. It will be sent, postage paid, by Prof. D. B. Briggs of Ann Arbor, to all members who have paid their annual dues. Only a small edition has been printed, and those wishing a copy should apply early.

Globes.—Our readers must have noticed the fine engraving of the Franklin Globes forming the frontispiece of our February issue. They will find in the present number the advertisement of the makers, Moore & Nims, Troy, N. Y. We have examined some of these globes and can vouch for their beauty and durability. A globe is an absolute necessity in a school if pupils are to receive correct notions of Geography and Astronomy. These sciences are invested with a new and inspiring interest when an actual sphere — a true representation of the earth, and not a mere flat picture of it is shown to the class. We have no hesitation in saying that a more extensive and more correct knowledge of geography can be given to children in a single term with the aid of a good globe that can be gained in a year without it. Please to look again at that engraving.

Webster's Dictionary for Schools. — As there were many Districts that failed to supply themselves with copies of Webster's Unabridged Dictionary before the expiration of the law authorizing its purchase, the publishers have left a few copies with the Superintendent of Public Instruction to furnish such districts as may still desire it. Any district wanting a copy for its school can obtain it by sending $4 to the Superintendent at Lansing, with directions how the book shall be forwarded. The copies on hand are of the new pictorial edition, sold at $6 retail.

BOOK NOTICES.

The New American Cyclopædia. New York: D. Appleton & Co.

The Eighth volume of this great work has appeared and is hailed with even more decisive favor than its predecessors. The public opinion of the literary classes of our country has at length become settled and decided as to the high value of this work. The highest critical authorities in the land have pronounced positively in its favor, and whoever wishes a Cyclopædia may purchase this with the most certain assurance of its sterling excellence.

This volume carries us down the alphabetical path of history, biography, science, literature and art from FUGGER to Haynau, giving us among its histories, Germany, Gaul, Guiana and Greece; in biography, amid a long array of the great names of all times and nations, lives of Galen, Galileo, the Georges, Greenough, Giddings, Gibbon, Goldsmith, Gœthe, Hannibal, Hancock, the Hamiltons, Hale, Halleck and Hallam; in science and art, Geography, Geology, and articles, oil, fur, glass, gold, gas, gravity, gunpowder, gymnastics, gyroscopes, &c. This work is a complete library in itself, and hundreds of volumes of miscellaneous books would be required to furnish the information contained here. It is invaluable for teachers as a work of general reference. Twenty-five cents a week laid aside during the time of publication would buy the entire work. Price $3 a volume.

American Normal Schools. New York: A. S. Barnes & Burr.

This volume is made up of the papers and reported discussions of the American Normal School Association, held at Trenton, August, 1859. These papers were mainly from the Principals of State Normal Schools, and discuss very thoroughly the questions which concern Normal Instruction in America. The one central question of the true sphere of the Normal School was ably and thoroughly debated. It was generally conceded that while the true aim of Normal Schools is to teach the art of teaching, necessity did and would still compel these schools to furnish instruction in the branches of learning themselves. The volume is adorned with plans of several of the Am. Normal School Buildings.

Notices to be continued next month.

PERIODICALS.

AMONG the periodicals which we find on our Exchange list we notice this month the following, viz:

The Atlantic Monthly.

This is, perhaps, at present the leading literary monthly of this Country. It represents the best and most finished literary talent and taste. Published by Ticknor & Fields, Boston, at $3 a year. It is afforded to teachers for $2 a year.

Baptist Family Magazine.

A good religious monthly, published by H. F. Reed, Philadelphia. Terms $1 a year.

Bryant & Stratton's American Merchant.

A mercantile quarterly, full of valuable hints and facts for the merchant and business man. Published by Bryant & Stratton, New York at $2 a year.

Godey's Lady's Book.

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THE
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VOL. VII. E. J. BOYD, EDITOR FOR APRIL. No. IV.

THE EFFECT OF AN EFFICIENT SYSTEM OF FREE SCHOOLS ON THE ADMINISTRATION OF JUSTICE.

BY WILLIAM TRAVIS.

THE administration of justice is the chief object of civil government. "Logically, the basis of government is the need of justice between man and man." Wherever the power to govern may reside—in the despot, in the oligarchy, in chosen representatives, or in the people themselves, God has so ordained it that in every instance this want of justice between man and man is more or less adequately meet. To the eye of the philosophic historian, a great moral conflict is waging, having the ages for its arena; states, kingdoms, empires, and nationalities for its actors; time for its arbiter, and the best administration of justice between man and man, the prize to be won. To the christian mind, God appears in history, subduing all nations to his will, and making them and their successive governments contribute to the furtherance of his own plan for the introduction of an era when every man shall do unto others as he would have others do unto him—a day of peace on earth and good will to men—when justice, truth and love shall reign triumphant in human society.

For a decade of years, English society labored to pro-

duce that form of government which was the richest dowry of the mother country to her eldest born, the American Republic. The LEGISLATIVE, the EXECUTIVE, the JUDICIAL — a triune power, called a free government, because it insures to the individual the best practicable justice, and the least practicable oppression or injustice attained for him. Once in England, as in all other countries, this triune power existed in one man, the sovereign. Afterwards, a distinct co-ordinate legislative power, under various forms, asserted and maintained the right to make the laws, but the executive and judicial still remained in the sovereign. He appointed judges, eventually, but they held the tenure of their office at his pleasure. But when, at length, the judge was made independent of the legislative and executive, by the permanent *tenure of his office*, the oppressions of tyranny were stayed forever. The independence of the judiciary the Englishman feels to be the bulwark of his freedom. The courts are the citadel of justice and equity. To them the freeman looks for protection in the enjoyment of life, liberty, and the pursuit of happiness.

Is the American judiciary, as at present constituted, competent to give this protection? This is an inquiry of the highest importance, and to the solution of the problem which it presents, many of the purest and best men of this country have given all the powers of their minds; but it does not fall within the range of my topic, nor do I feel myself able to grapple with its complexities. That the courts of this country do administer justice to the reasonable satisfaction of all honest and good men, I doubt whether those most competent to give a just opinion, will very strenuously maintain. Justice, here, is not always blind. The worse is too easily made

appear the better cause. The weak, the ignorant, the innocent, suffer. I do not seek, however, to disparage the American judiciary. It is undoubtedly the purest, the strongest, and, in its details, the best and farthest-reaching of any hitherto vouchsafed from heaven for the well-being of human society.

Are the agencies at work for the correction of its abuses, for the completion of its parts, so that the system may act as a unit in the accomplishment of its purpose? This is the inquiry that I make; and I affirm that an efficient system of public free schools is the necessary complement to the judicial system of this country. On this agency alone, originated and supported as it is by the benevolence of christianity, may we rely for the purification, the maturing and perfecting of a system of courts, by means of which justice and equity may be maintained among freemen.

The administration of justice implies wisdom in the legislative, stern integrity and true patriotism in the executive, as well as the proper qualifications in the judicial department of government. Universal education will reach all the departments of government, it will impart new life to them, and make them stronger for the right. The judiciary, however, holds peculiar relations to society. It is the alembic through which the coarse materials of the legislature—denominated laws, for the sake of a name—pass; and by which the wisdom, the justice of those laws is extracted, and brought to bear in harmonizing, elevating and purifying society. Of this department, the education of the masses is the life's blood. Whatever wakes up and developes intellect, disciplines the mind and the heart in virtuous habits of thought and sentiment; whatever diffuses useful knowledge among all classes of men; what-

ever raises up, qualifies, and puts in situations of highest usefulness, good teachers; whatever fills libraries in all parts of the country, and gives appetite to read them; whatever builds school houses, surrounds them with inviting grounds, furnishes them with all necessary apparatus and appliances to make them a fit resort for the youth; in short, whatever teaches children, and trains them to the practice and observance of those things that will make them men; that imparts new vigor to the courts of justice, and makes them more worthy the confidence of society. And in whatever way these and kindred objects can be secured most economically and most efficiently, with the least possible infringement of individual rights, that plan must be accepted by all good citizens, as soon as it becomes evident. The plan, in this country, which forces itself upon every enlightened mind, is a system of public schools supported by a general or special tax, or both combined, which shall be free to every child in the community.

Let a few particulars suffice to illustrate the above proposition; that is, *that an efficient system of public free schools is the necessary complement to the judiciary of this country.* I use the term *judiciary* to include every officer of government to whom is committed the power to dispense justice, as well as to designate the combined system of judges, from the obscure country esquire to the Chief Justice of the Supreme Court of the United States. Whatever may be said of the wisdom, purity, learning and exaltation of the higher tribunals, it must be admitted that the lower ones have the greater influence upon the masses; and the false, erroneous, and vastly injurious impressions made by the latter, can never be wholly corrected by the former. What, then, is the highest popular idea of a COURT OF JUSTICE? Is it not that it is a machine

or engine to bring criminals and, delinquents generally, to justice — by which is meant *punishment* — for their crimes? Are not all shades of opinion below this held by the various grades of the moral character of lawyers and clients, and other functionaries, found in the courts, *down* to those who use them as the most effectual means by which to slander, annoy, or rob the objects of their enmity or rapacity? But how far is the highest popular idea below the gospel precept in relation to just such courts, that they "are sent by him (the LORD) for the punishment of evil-doers, *and the praise of them that do well.*" Does the thought that courts are a necessary means of promoting good understanding and kind offices among honest men, ever enter into the minds of the vast majority of courtiers? and is not this thought cherished still less frequently by those farthest removed by their integrity and uprightness from those scenes of strife and contention *called courts?*

Take a glance at the functionaries and attendants upon courts. The JUDGE, by whatever name, is the embodiment of law and wisdom! He is, *par excellence*, the representative of the ancient patriarch, to whom all the tribes looked up as the oracle of justice, judgment, and truth. To him is the last earthly appeal of the wronged; and in him is the last earthly hope of the wrongly accused. Moral force of character, universal culture, intellectual acumen, integrity, purity of heart and life, definite knowledge of human character, of domestic and political life; how, as a halo of glory, they ought to encircle the brow of him who sits as the arbitrator of the rights of men. But are such judges, especially in the courts nearest the people, common? What is the greatest difficulty in the way of any man filling this office? Is it not the want of a

proper education? But may not any man, according to the genius of the American representative democracy, become a judge? What untold troubles, and losses, and quarrels, arise from incompetent and unqualified men occupying the judicial bench? What is more plainly the duty of the State, than to so order its system of education, as to train every boy to become a man of such intellectual and moral power, as to be capable of assuming and honorably meeting all the responsibilities of this high trust?

The LAWYER. Purity, integrity, manliness, extensive knowledge, intellectual discipline, generous benevolence; these ought to be instilled into the youth of the lawyer; these ought to crown his riper years; these ought to make the bar; these do make the bar the strong bulwark of law, justice and equity; the impregnable defence of human rights, the reliable exponent of freedom, and the terror of tyrants! But wherefore the unprecedented demand for lawyers in city, town, village, everywhere? Crowds, from the lowest of the people, too often with scarcely the rudiments of "common school learning," rush to supply this demand; they enter the sacred precincts of justice, as the horse rusheth into the battle, "without fear or understanding," and having been successful in their presumption, they claim the prerogative to violate all the decencies and proprieties of civilized life! Who does not blame these young men, emulous of fame, and struggling for distinction by every means, less than he blames those *less* ignorant men who become the clients of such lawyers, and willingly hire them to deliver impudent harangues, traducing the character of all who do not happen to be the clients, perverting all the rules of law and justice, and, as far as in them lies, bringing to ignominy and reproach one of the noblest, and most learned and most useful professions known to society?

THE JURY OF TWELVE MEN. Who feels himself safe in the hands of a jury of ignorant and prejudiced men? Does any man blush to declare his mistrust in juries? Where any man may be called on for a juryman, every man must be educated to appreciate and perform the duties of such station; and such a system of education as will secure this object is the only instrumentality by by which confidence in juries can be maintained; for educated men alone can be relied upon to adjust difficult causes.

THE CLIENTS AND THEIR WITNESSES. Has it not come to this, that a witness is seldom called in any important case, until it is known to the counsel of the party who calls him exactly what he will swear? Are not ignorance, prejudice, and party spirit, the stuff out of which the largest amount of evidence produced in courts is manufactured? If the evidence produced is of such a character, then what must be the clients, the parties to the suit?

Now, I ask what hope is there of relief from these terrible evils; from the horrible catastrophe which they portend as fearfully near in its approaches, if we have not hope in the progressive cause of general education? Every honest parent and patriot, looking at these evils alone, must feel it to be the first and highest duty of the State to place every child under the efficient and constant instruction of competent and faithful teachers, in order that they may learn, that they may be skillfully taught and trained to be good citizens; and if circumstances demand it, that they may readily learn to discharge successfully the duties of any of the offices in the administration of justice.

From this brief survey of the subject, it must be evident to every one that a system of public free schools is

the necessary complement to the present admirable judicial system in the administration of justice. As it is mainly the province of the court to detect and punish crime, so it is the province of the schools to prevent crime by proper discipline in the principles and habits of truth and virtue. As christian civilization advances—I do not say that ignorance will become a crime—but I do say that every parent who may suffer his child to grow up in ignorance must be looked upon as a criminal; and that every community that fosters ignorance, or permits it, with all its attendant vices, will be regarded much in the same light as a community of horse thieves, counterfeiters, and robbers, is now regarded.

The organization of the courts, at present, conforms to the *State*, the *county*, the *township system*; and, as has been above intimated, is so efficiently arranged for the accomplishment of its purpose, as only to need fidelity, honesty, integrity, and intelligence, among the mass of the citizens, to make it the just arbiter of human rights; and ought not the system of public education, being the complement of the judiciary, to conform in *its organization* to the same efficient *State*, *county*, and *township system*.

In regard to the financial economy of such a system, there is not room to made remark; but it may be sufficient to say, that whatever is properly expended for universal education, goes so far towards diminishing crime, vice, and poverty, the fruitful cause of all the public burdens; and it will also go just so far towards quickening habits of industry and the increase of public wealth, national power, security, happiness and prosperity, the respectability, honor and true glory of our country in the eyes of the world.

MENTAL DISCIPLINE, THE WORK OF TIME.

By the Editor.

"Truth is the daughter of Time."

THE maxim that stands at the head of this article is especially true in the pursuit of knowledge.

All who would ascend the "Hill of Science" must move slowly. They only are successful that study with patience.

Haste does only harm, as in the Kingdom of Nature, all things must pursue their natural course towards maturity, so it must be in the kingdom of letters, and they who cannot wait and study slowly, had better betake themselves to some other pursuit or abandon the expectation of being true scholars.

We, who are engaged in the duties of instruction, well know that the spirit of the age is *hurry* in all things, not only in commerce and wealth, but in mental growth.

The young, hurry to pass through the elementary books of knowledge. They read and glance over works of science in an abundance, as if reading were study, and living two or three years in a seminary or college, and mingling in a literary society, were all that was required to discipline the mind and make the thorough scholar.

Haste is perhaps the most serious defect in American scholarship. We cannot take time to do anything well. It is hurry from the beginning to the end of our mental discipline, and no where is haste so ruinous as in discipline of the mind, and in laying the foundation of a solid education.

The field I now enter upon, mental discipline, is so wide that I only propose to present a few thoughts.

I would, if in my power, lead every teacher, as he enters upon the work of giving direction to the intellect of his pupil, to feel the importance of impressing the young with the idea that their work is one for life, of continuous and faithful labor. *It requires time to form habits of study and investigation.*

The very word *habit*, implies that it is the work of time. It is repetition applied again and again patiently, and continually. The habits of investigation and study, are formed under that of continuous drill, never grudging time nor toil spent on inward self, nor feeling haste in accomplishing what, from its very nature requires time.

We might as well expect to see without "seed time," and the slow development of the blade, stalk, and blossoms the waving harvest as that we should behold the mature habit of the scholar, without time for the formation and development of the intellectual powers. The mind of man is a living thing. It has the highest kind of life, yes, "mind is life, and all life," it is therefore essential to it to be self-active, and to grow by repeated exertions, and long years of mental activity, every living thing that increases does so by the workings of its own life. Thus grow the plants, and every other thing that lives. They increase by the inward operations of their own peculiar life. Can it be otherwise with the mind of man? If it takes time for the animal and vegetable kingdom to advance and mature, and their maturity is that of the inward life, so must it be with the mind of man; it improves by the free exercise of its own activity engaged in reflection, comparison, inquiry, analysis, until intellectual habits are formed. The teacher should never practically overlook this fact, that time is necessary to form habits of study, and impressed with this idea, let him inculcate it in his pupils.

It requires time to learn how to analyze and investigate and compare. It may not take many years of labor to read or commit to memory books and lectures. This may be done without many years toil, hence, many to make themselves scholars apply with great diligence to reading; days and nights are spent over works of science. They are as busy as any one would be who should labor with all his might to provide himself food, and yet never partake of it, or those who partake more eagerly than the digestive functions of the body permit.

But what patient thought do such students exercise in searching out the exact truth of any science or principle in Mental Philosophy, and then reflecting on its laws and practical utility? What real intellectual feasting is there of the soul on the truth? What spiritual entertainment and inward joy is there in the discerning of and the analysis of natures, principles and facts? such mental feasting would afford years of spiritual enjoyment to an angelic mind.

But so rapid is the ascent of the mind up the hill of science, that there is no time given to reflection, and inquiry, or classification, they cannot pause to consider the *how*, or the *why* of the knowledge that meets their perceptions.

Do they muse and reflect, penetrate and go down into the unexplored regions of truth? Not at all. They do not seem even to think such free and extended analysis can be held, or if held, would do them any good. They have no patience to press through difficulties; to move slowly on, cultivating the mind, making solid and real improvement.

Thus thousands study in our schools, something they may gain by that exercise of attention which they give

the works of other minds, they come in this way to know that things of this and that name, belong to the materials of the universe, and are placed in this or that class of knowledge and general department of science, *but with the things themselves they have* NO ACQUAINTANCE, and it is a question whether the knowledge they have gained, has not more injured than improved their minds.

They have acquired that sort of knowledge which inflates, but does not strengthen, which makes one wise in conceit, but foolish in action and discourse; which produces boldness without clear convictions, which capacitates men to denounce and despise others whose lives and principles they know nothing about, to carry themselves as Gods, but not to forbear, and give instruction as a true student with meekness and docility.

They must move slowly, who would gain true knowledge and reap all of its *benefits*, they must not expect that a month, or a year or two, will suffice for an education. When the true scholar sees the vast amount that is to be acquired, how does he sigh for decades of time, to bestow on the broad fields of knowledge, yet many in our schools and institutions of learning hurry through books and systems of science, as if mere rapid reading was the same thing as knowing, such persons can possess but little intellectual power or depth of thought, this is attained alone by those who pause over a volume of science, or a theory in philosophy; patiently stopping to investigate and weigh before they pronounce judgment, and while they pause for reflection, life springs within them, new strength is imparted; their minds grow apace, they extend their views, they see the wide and ever enlarging relation of things, and thus do they become more instructed by continued meditation even on one volume of science, than

those who hurry over their course of education; would acquire in a life time, by the reading of entire libraries.

I must repeat and enforce the sentiment, the *human mind does not otherwise advance than* by the *exertion* of its *own living powers.* These powers without any yoke of bondage must investigate and independently advance by their own intellectual labor, applied upon themselves. Things exterior to the mind may favor its growth, but it cannot make it grow. Converse with books, lectures, and schools will not suffice. True knowledge cannot be read into, lectured into or introduced in any way except as the mind itself draws it in, and digests it by its own patient thought and reflection.

The highest intellect ever created will remain in its infantile state, unless it ascends by appropriate care and wise culture on the part of others at first, then by labor vigorously put forth on its own part — labor long and continuously exercised to give it streugth and statute. There is no point of improvement or intellectual eminence, which a sound human mind may despair of reaching, provided health and long life are granted. Every sound minded youth should be urged on and incited to feel that by application and due dilligence, he may attain all that any other mind has gained — and even ascend to greater heights — by his own undying labors.

Teach each youth to animate and cheer himself on with some such ennobling thoughts as the following; that were once the reflections of a *noble American scholar* while climbing the rugged steps of the Hill of Science:

"Mind the brightest thing in existence is that which is the most susceptible of advancement. My Maker that He might see in me his own image, gave me a mind; and by his grace I have been taught to value, and inclined to

prefer the care and education of it before the delights of the senses. Moved by his Spirit I 'cry after knowledge, and lift up my voice for understanding. I seek for her as hid treasures." I shall gain, if I faint not, the object of my desire. I shall find myself in possession of a better and still better mind; I shall be constantly acquiring a more and more perfect use of my powers, I shall be increasing continually in my ability to reason, my thoughts will be becoming more and more just, my views be enlarging, my knowledge growing, my mind in all respects rising, expanding, stretching forward and upward toward the perfection of mental being."

A mind earnestly breathing out such aspirations will grow in knowledge and advance in strength. Not more irresistibly does the sun rise towards his meridian heat than such a mind will continually expand, under proper culture. Nor need there be any check to this advancement, unless it be that of extra old age, and even senile dotage might be avoided, if there had been proper activity, judicious discipline seasonably commenced and never discontinued.

There are some examples of what men may thus continue to be in old age; such men in our own country as JOHN Q. ADAMS, and WASHINGTON IRVING; HUMBOLT, and MACAULAY in other lands. Cannot some influence be exerted to slacken the speed of our youth in their elementary training, so as to give time for reflection, and to form the intellectual habits of a disciplined mind. We need no more books of science or philosophy, but we need to have years of thought and investigation added to our course of training in our higher institutions of learning.

Let us, who are placed in the most responsible stations that human beings can occupy, that of developing

and strengthening immortal minds and fitting them for their great work and eternal destiny, not only teach them how to meet and overcome difficulties, but inspire them with an undying ardor for knowledge, so that they will press on through years of discipline undaunted.

The true student, though he progresses slowly, should never falter, but calmly press on after knowledge through all of life.

"Shielded and helmed, and weaponed with the truth," until he studies the works and perfections of the Deity under a greater teacher in the bright world of celestial knowledge.

MATHEMATICS.

By Orin Root, Jr., Monroe.

Read at the Annual Meeting of the Monroe County Teachers' Institute, Oct. 29th, 1859.

EVER since the days when the Chaldeans watched the courses of the stars, measured the movements of time and counted the cycles of the years, the Science of Mathematics, pure and applied has been among the foremost of those studies which have occupied men's minds and by an attention to which so high a cultivation has now been reached. It has claimed a place in the philosophy of the mystic Egyptian, the speculative Greek, the ardent Arab, and the dignified Roman. It demands, by the ever recurring necessity for its use, the attention of the practical man, and attracts by the unfailing symmetry of its principles, theorists and lovers of truth. The discriminating analytic mind can look in no direc-

tion, without seeing its principles, underlying the formation of things, or at work in the arrangement of matter naturally or artificially; can have not a desire for a knowledge of things and their relations without perceiving at once the necessity of an acquaintance with mathematical science. It descends to counting our least possessions, ascertains the relations of the commonest things, buys and sells, measures heights and distances, and places the ship on the trackless ocean. It alike stretching far beyond the ken of mortal senses, determines the times and ways of suns and planets in their ceaseless course, weighs Jupiter, Neptune and Uranus as in a balance, points the finger of its formulæ at the Heavens, and shows another sister erst unknown moving in unison with Earth around our sun, metes out the boundaries of worlds and systems, applies the scale and the dial of time to the motion of sound and light and lightning, informs us when sun and moon shall be darkened, and in prophetic if not poetic numbers foretells the comet's advent. This science alike beautiful in its adaptation to man's wants, and in the grandeur and symmetry of its truths, so minute, so comprehensive, ever has been and still is one of the most important of our studies. It holds a most prominent position in the Educational system of this and every other country; and as well from its practical utility as from its importance as a means of mental culture must ever retain this position.

How it shall be taught, in what way the young may best be made to understand its principles and its application is a question whereon many have thought and written. Yet it is and ever will be in some respects an open question settled only in and by the mind of each one who teaches it.

Each teacher will mainly teach in his own method; yet it is well to have some general plan on correct principles which the individual teacher may fill up according to his own views and class of pupils. The ideas here collected are offered as the crude opinions of the very young and inexperienced teacher of the mathematics but an ardent lover of the science.

As the uses, relations and aspects of the science of mathematics are varied, so then are different objects for which it is studied. Sometimes scholars are required to pursue this study, as mental discipline, as a means of further investigation in this or some other department of learning or on account of the necessity of a knowledge of this science in all the pursuits of life. Some there are, who *choose* to study mathematics, for its influence upon their minds and by reason of its mere comprehensive relation to the mechanic arts.

There are others, advanced in years and with increased reflective power, who apply themselves to it, from *love* of the science and from a longing desire to comprehend and appreciate the principles which it unfolds. These are the true students of mathematics, who follow out with enthusiasm and admiration, its truths linked one to the other in the perfection and beauty of their fitness, from the simplest operation in numbers to those comprehensive formulæ where in a few signs and symbols, are the expressions of the concentrate and radiate forces of the universe.

There are some scholars who require mainly a thorough knowledge of principles and rules practically applicable; others who need clear elucidation of general truths and an acquaintance with abstract principles and laws.

The progress and attainments of a mathematical pupil

will be affected aside from his or her own capabilities, by the capacity, mental habits, acquirements, tastes and faithfulness of the teacher, by the works used for study and reference, and by the manner in which instruction is imparted.

With scholar's capabilities we have naught to do, save to shape our instruction, in accordance with the mental capacity of those with whom we have to do. Encouraging, exciting, checking, according to the various minds wherewith we deal. This every true teacher *will* do: first, studying and ascertaining the mental character of the pupil, and adapting his teaching thereto.

The taste and habits of thought and study of the pupil, the teacher will always in time form, and to do this aright he must himself stand on the proper basis and be in the right path.

The qualifications for a teacher of mathematics are in the main, those which should belong to every teacher: a love of the science and of the profession, a clear perception and a full realization of responsibility, a knowledge of the path of duty and a determination to follow it, a mastery of the subject in its principles and application; a complete understanding of details; a conviction of and a clear insight into the advantages of the study, and an ability to express and explain what he knows.

The teacher must preserve the confidence of the scholar as to his ability and acquirements, and ever keep up the interest, relying more on himself, than on the book, preparing the lessons to teach, as regularly as the scholar to recite, and holding himself ever ready for queries to be answered and explanations given.

The teacher of mathematics should not only fully

understand the ultimate advantages of its study, but should bring these advantages constantly before the minds of the scholars, should in his teaching ever keep these in view, and so teach that they may be attained to the fullest extent. A mathematical instructor should be fully informed as to the progress of the science, and should know not merely one set of rules and statements, what this book or that book gives, but should understand fundamental principles, the widely varying forms of the conclusion drawn from and the effects arising out of these principles, and the different methods of derivation. The more of a true scholar, the more interested and enthusiastic he is himself, the better he will be as a teacher.

The text books used are of more or less importance as scholars are advanced and as the teacher is more or less conversant with the science. With younger scholars who depend more upon what is before them, more upon memory than reflection, the text books are of the greatest importance. Those which in the simplest and most concise form present and explain the main principles, and which at the same time furnish examples in sufficient number and clearly illustrative of the rules, are of course the best. The less the elementary works in mathematics are burdened and clogged with abstruse principles and discussions and abstract problems,—the more clearly will the pupils perceive and understand those practical and "backbone" principles whereon rests the whole structure of that branch of the science.

As scholars are more advanced in years, and are more willing to examine, and better able to grasp truths as truths, these abstract matters may be presented, the relations between different propositions discussed and complicated problems, involving the applications of various rules, proposed—to good advantage.

To my mind it is well so far as is possible to have the works of one author used throughout, and the advantages and disadvantages of entire series should be considered.

So far as I have examined I find the works of Prof. ROBINSON for practical purposes superior to all others. My knowledge practically extends only to the Elementary and University Algebras and the Geometry. The algebras, in arrangement, in clearness of analysis and explanation, in number and style of examples, and in the selection of topics, are far above those of any other author for use in schools. The rules are all carefully derived from clear, simple and concise analysis, thus laying before the scholar the reason of what he is required to do; and the examples are so selected as clearly to illustrate the various principles, and are well adapted and graduated to scholars advancement and capacity. I consider it a fault that the results are in all cases appended to the examples, as pupils should be required in all cases to verify their results and know for and by themselves that they are correct.

With the present edition of ROBINSON'S geometry I am not so well pleased. It shows marks of carelessness and hurry which detract much from its value, although it is still an excellent work and superior to many now in use.

ROBINSON'S arithmetics I have examined with some care and I deem those also excellent text books and the Practical Arithmetic very superior. On the whole I know of no series so well adapted to the wants of pupils in our Common and High Schools.

But assuming the teacher to be thoroughly grounded in the principles of the Science and well versed in the applications of the Art, with a willingness to exert himself,

and a desire to advance and improve his pupils, how shall he teach, how conduct the recitation?

It is in the recitation that the teacher comes in direct mental contact with the scholars, and here he forms to a great degree their mental habits. Here the students should be taught to give fitting expression to what they have already acquired—to assign reasons for what they say or do, to view all subjects from different stand points, and to examine the bearings and relations of principles.

The object of the recitation is to test the knowledge of the pupils, to compel them to apply the test of reason to their own doings, to give all the benefit of the views of each, and to impart instruction by discussion, explanation and examples, as universal principles are to be taught and as they are to be incorporated into the mind of the scholars they should be made to *think* independently of the text book.

They should be made as far as possible to give their own thoughts and opinions on all topics, and that they may make, what the author says, their own, they should give his statements in their own language. Scholars should be required to explain all examples worked before the class, for the double purpose of testing and fixing their own knowledge, and of allowing all the benefit of each one's work, — thus making the scholars themselves *teach*. Nor should the pupils generally be left here; queries concerning the relations of the quantities and the conditions of the example may be proposed to test their general acquaintance with the subject, and to give more comprehensive views. A scholar should never do anything simply because "the book says so," or be allowed to make that phrase answer for an explanation.

As a general rule, text books should not be used or

allowed in recitations. Pupils if they have them will too often use them as constant helps to memory and preventives from puzzling thought, and will recite from them and not from their own knowledge. The teacher will follow too closely the lead of the author, and teach not so much mathematics as some particular authors "say so" on the subject.

There are indeed many topics, where complicated statements are introduced to be translated from common language to mathematical form, as in proportion, and analysis in arithmetic and equations in algebra, where the use of books in the recitation will economize time and be no disadvantage.

The teacher can however always allow books to be used in these exceptional cases without extending the privilege farther.

Scholars should be taught that the examples given in the text books are a means, not an end, that they are intended for illustration and practice, and not to exhaust the subject, and that the principles and rules are the main element. Otherwise while fully able to solve the examples in the book, they may be completely puzzled by those differing from these only in form and the same in principle. Examples differing from those of the text book, and illustrating the various rules will require the scholar to think, and to do just what he will be obliged to do in practical life or in the further study of mathematics, viz: apply for himself the principles which have been acquired. The excuse frequently offered "that is not in my book," is an acknowledgement on the part of the scholar of a total dependence upon the text book, and a total lack of independent thought and acquisition. This is the true "book learning" so often sneered at and justly too—for

it makes the scholar a mere automaton, moving mentally only so far as the book will carry him. It may enable a scholar to appear well in a recitation conducted on book-principles, or to shine in a *carefully* managed examination, but it will never teach him to think, to analyse and dissect difficult and complicated problems, to perceive relations or connect facts and principles. To make a scholar think once for himself, is a higher, truer, success in teaching, than to drill him to repeat parrot-like pages or quires of definitions, rules and propositions. Scholars should as well be taught fitly to express their thoughts and the views of the author as to think—but first teach them to think. With those scholars who look at mathematics as a task or simply as a practical study, it is important that they be made to see clearly throughout the whole, the relations between principles and practice, and the necessity and usefulness of accurate and thorough knowledge, in order that their interest may be awakened and kept alive. The more advanced scholars in the mathematics should be taught to analyse, to abstract the reasoning from the mere symbolic expression, to trace effects back to causes, to see the relations between the links in the chain of mathematical demonstration, and to point out how one truth is derived from and rests upon another.

The teacher should always strive to make the recitation, and thus the study, lively and interesting, never allowing the spirit of the pupil or his own interest to flag. Let the intellects of the pupils be kept awake and active, so that ideas and facts will be received and be digested, and thus as does food in the body, so will they become a part and parcel of the mental constitution, adding size, strength and vigor.

That so much time is occupied by the study of ma-

thematics in our schools is owing mainly to a lack of thorough instruction and of progressive system. Scholars study and review arithmetic, practical and higher, term after term, and year after year—and then taking algebra, they use the same round again. Whereas after thoroughly mastering the one subject—fixing the principles in the mind, an advance should be made—so that while obtaining a wider and more comprehensive view, they may see in a clearer light and from a higher stand point than the one over which they have already passed.

By a constant dwelling on one subject the mind of the scholar becomes wearied and study is a monotonous treadmill round. By a well graded advance the scholar is kept interested through the introduction of new and varied topics, and he feels the satisfaction of something gained in addition to the more real advantages.

If the study of mathematics were but properly arranged and graded, the important branches of Geography, Grammar and History might receive their due share of attention while the mathematical discipline and acquirements would lose nothing but rather gain.

To my mind if mathematical teachers were but more thorough complete scholars, and general principles were more generally taught, this study while retaining its deservedly prominent position in our schools, and interesting even more than now the pupils would occupy less time and cease to monopolize the students' attention as it now too frequently does and still would be taught to more purpose.

SONG OF THE STEAMSHIP.

I come, I come, in my might along;
To the surges around me I raise my song;

The billows' crests my proud sides lave,
And, chanting, greet me Queen of the Wave.
Proud to carry a burden so strong,
The waters exultant bear me along.

I come, I come, in my pomp and pride;
The wide expanse I fearless ride;
A noble being, with beauty rife,
As I "walk the waters, a thing of life."
Well may I boast, as I chant my song,
For human life I bear along.

My precious burthen, the young and old,
A kind protector in me behold;
Though rich or poor, in bonds or free,
Whether deadly foes, or friends they be;
Unmindful of these, I hasten along,
Fearless and careless, chanting my song.

Over the waves, I onward sweep,
Rocking them on the mighty deep,
The busy, the idle, the merry, and grave,—
All, all, I bear on the crested wave;
And still, as the cabin or deck they throng,
I hum to myself my ceaseless song.

But at night, when darkness spreads her pall,
As my mighty heart-throbs rise and fall;
When my weary charge hath sunk to sleep,
I faithfully bear them over the deep.
As over the wave I glide along,
I solemnly chant my ocean song.

Perhaps the news I bear on my wings,
As silent it speeds on its journeyings,
Will make the heart-strings throb and thrill,
As fraught with good, as fraught with ill;

But little I reck, as I sing my song,
Of the grief or joy I bear along.

Ah! there may be danger lurking near,
Making the bravest quake with fear;
The treach'rous rock where the breakers roar
'Neath the beetling cliff that bounds the shore,—
Yet *He'll* protect, as I dash along,
So in *His* strength I'll chant my song.

Onward I'll rush through my voyage, rife
With the maelstrom whirl, and tempest's strife,
Till the haven I reach, to depart no more,
Or my timbers bleach on a distant shore.
Till then will I speed my freight along,
And not till then will I cease my song.

MAUDE MILLER.

Monmon, March 9th, 1860.

THE PRIMITIVE ARYAS.

From the Revue des Deux Mondes. Translated by F. ELIZA RAMSEY.

WE can not, without emotion, let our imagination run back to those distant epochs in which the wandering tribes of Central Asia, who afterwards inundated the occident and orient, commenced their migrations. History is silent respecting these people previous to their dispersion, but they are now known as the primitive Aryas. They were at an early period separated into two distinct branches, the hordes who descended to India forming one, and those who fixed themselves in Persia the other. Shepherds, rather than warriors, they journeyed in pursuit of an agreeable climate and rich pastures. They seem

to have been urged forward by an irresistible instinct. Trusting their future in the hands of Providence, they hopefully pushed on toward unknown regions, and, indeed, have since extended their sway over almost the entire habitable globe. While the Hindoo and Iranien branches of this family were overrunning Asia, hordes of the same people made their way at successive epochs past the Hellespont and Black Sea into Europe. For a long period the plateaus of Upper Asia continued to people the world, but the later offshoots of the Arien race were distinguished by a certain wild energy, a fierce impetuosity, which was strikingly at variance with the *prudence* and *sageness* of the old orientals. It was difficult to suppose that the barbarians, the terror of Rome, were brothers of those nations from whom the ancients had derived their first notions of art, science, and commerce.

These barbarians did, however, come from Asia, their successive irruptions could be traced from Caucassia. They came out of their cold country in search of sunshine, but they had forgotten its name during the centuries which their journey had occupied. The Persians and Hindoos no longer remembered their common origin. The former believed themselves natives of Iran; the latter, having traveled further, and encountered more obstacles during their march, still retained a vague recollection of their origin. When tired and discouraged, the inhospitable region upon which they had turned their backs without regret, and from which they were still fleeing, seemed to them a sacred land, of which they thought with respect and tenderness.

During the attacks of the bands of savage blacks, by whom they were environed, they sought protection of the gods of their fathers, and offered libations to their tutelar

deities, according to traditionary rites. When victorious and prosperous, the country of their ancestors presented itself to their imagination as a land of strong, honorable men, at the head of whom they placed the patriarchs or chiefs, demi-gods of their golden age. The Aryan tribes, isolated in unknown regions, where everything was new to them, and everything in nature, except man, was magnificent, considered themselves a privileged race, superior to the autocthous, upon whom they believed themselves destined to impose their own laws, customs, and creed. When these same Aryans had finally quitted the central plateaus of Asia, and, after centuries of wandering, chosen a new country in a warmer latitude, their original home gradually faded from their remembrance. Their sacred writings, however, preserve some mention of it, or rather we gather thence that the Hindoos once inhabited a colder country than their present one, though respecting their point of departure, or route, the text is silent. The Aryans of India, or rather those who manifest no particular taste for historic science, still preserve among them an ancient language, which is probably destined to throw light upon most important and interesting ethnographical questions.

The various branches of the great Aryan family have long since spread over the whole ancient world, the latest civilized among them have become foremost in scientific attainments, and men of erudition, going back beyond Grecian antiquities, have commenced the study of primitive monuments, or rather vestiges.

Europe may, therefore, hope at no distant future to pierce the mystery of her own origin. Now that all civilized nations are brought into intimate relations with each other. and that even the most unwilling are con-

strained to enter into communication with the rest of the world, philology discovers that the prejudices of race are ill-founded, and puts his finger upon the bonds of relationship between neighboring and foreign nations. *The last shall be first*, says the gospel. This great truth is as applicable to nations as individuals. The Celts, like the Greeks, the Germans and Sclavonians, like the Romans, were Aryans—branches of the same enterprising, imaginative, dreamy, Asiatic stock. Early established upon the beautiful plains which they were to render illustrious, the Hellenians became civilized, attained perfection in the arts and poetry, and fell into decline before the tide of western emigration had ceased to sweep in other but grosser and more turbulent hordes of the same origin.

Europe peopled, a period of general agitation ensued. Rome succeeded, and imitated Greece, the barbarians conquered Rome. Christianity at last gained a foothold in Europe, and put an end to the bloody wars by which it had so long been ravaged—well-based moral complete civilization, took the place of the more brilliant one of the ancients. The race of the barbarians conquered by the gospel gradually borrowed from the ancients a taste for arts, and the industrial pursuits. This was the more natural, as they possessed by right of race, though as yet undeveloped, the aptitudes and expansive genius of Greece and Rome.

History, it is true, assigns a common origin to the barbarians on the banks of the Danube, on the *steppes* of Hungary, in the forests of Germany and Gaul, etc., etc., but their language seems to have engaged but little attention either in Byzantium or Rome. The similarity of several of their dialects was recognized, but who could suspect any affinity whatever between the language of the

Athenians and Germans, between that of Virgil and the Finnish fishermen. These latent affinities have, however, been the subject of investigation in Europe for the last half century, and they seem to depend for their establishment upon two Aryan languages of the highest antiquity. The question now arises, are not these two similar, but not identical languages, derived from a mother tongue, spoken by a people who are the ancestors of all those whose language contains words borrowed from the same source.

This is precisely the question which M. PEITET proposes to resolve in his work entitled "Hindoo European Origins," of which the first part is just issued. The two sister languages to which we have referred are the Sanscrit and Iend.

The first, which is no longer spoken, is still written. This is not the case with the Iend, the reconstruction of which is due to European critics. If we admit the relationship between the Iend and the Sanscrit, the language of the Magis and that of the Brahmins, we are forced to the conclusion that there formerly existed a primitive mother language, and, consequently, a people of pure Aryan race, who spoke it. In the present portion of his great work, M. PIETIT calls up for examination a class of words belonging to the Sanscrit, the Iend, the modern Persian, the Greek, the Latin, the German and Celtic dialects, etc., etc., which *might* possibly be derived from the same radical. This appeal to the obscure and illustrious ancient and modern nations who have lived, and who still live, in the immense region comprised between the Himalaya Mountains and the Armoric Sea, between the snows of Scandinavia and the Indian Ocean, the Persian Gulf and the Mediterranean Sea, marshalled

forth a host of words evidently borne from the same root, and bearing incontestible marks of fraternity. While reading the results of these patient investigations, we are touched with profound respect for the old and almost unknown dialects of Europe. They preserve proofs of the antiquity common to ourselves and the Brahmins. Let us not forget that it is a prehistoric people, unknown to tradition, and revealed to historic science alone, which M. PIETIT proposes to study, to evoke even, and that by a mere comparison of the Hindoo-European languages. To give a clear idea of the work of reproduction, when undertaken upon this grand scale, the author has entitled the present portion of his work an *Essay upon Linguistic* Paleontology. This title is certainly not at all calculated to attract general readers. The problem is this: "Given a radical fossil from which it is required to recompose a word now, perhaps, no longer in use." Hear the author: "Words remain bones, and precisely as the tooth of an animal gives us a certain portion of its history, so an isolated word may furnish us with a clew to the whole series of ideas which have grown up around it." We may at first suspect the justice of this remark, but our faith in M. PIETIT is strengthened by several considerations. First, his work is the result of years of persevering study. In the second place, M. PIETIT points out the various steps by which he has arrived at his conclusions, a prudent, cautious course; and, finally, it is not the object of an Essay upon Linguistic Paleontology to ventilate a *system* of the author's own creation. M. PIETIT seems to have said to himself—It is time to gather up the discoveries made within the last century in every department of philology, and to present them under a connected form.

The numberless related words found in the Persian and Hindoo languages, and in the dialects of Europe, prove the common origin of the people who speak these languages. Let us, then, do like the miner, who, upon discovering deposits of gold in all the water courses of the same valley, straightway climbs the adjoining mountains, ascending even above the clouds, to seek for the source of the precious metal.

M. PIETIT'S studies lead him into the night of time, indeed, but when it begins to grow misty around us, he takes up one of his radicals, and shows us from it the transformation that a little word, the symbol of a great idea, may undergo in its travels, without losing vitality. Let us take a little word commencing with an equivocal consonant sound, an *h*, for instance, and we shall see it coursing up and down the world, flying hither and thither, and running such hair-breadth escapes, that we are constantly expecting to see it perish. Nothing of the sort occurs. Every nation has marked it more or less rudely with the seal of its accentuation, and it lives. Thus, the Hindoo calls winter *hima*, the ancient Persian said *zima*, of which the modern Persian has made, *zam*, *zamistan*, winter, and *zimistain*, winterish. The Boukhares, the Affghans, the Hourdes, and the Arretes, preserve the word almost intact, under the form of *zimistan*, *zeristan*, *zimei*, *zimag*. The Greek word *cheima* resembles the Iranien, while in the Latin *hiems* we recognize a derivative of the Sanscrit *hima*. In the Celtic dialects, *h* is replaced by *g*, the gutteral elements predominating in the language of this rude people, whose ear was dulled by the noise of the sea beating against the rocks. Redescending toward the Mediteranean, we find in the Lithuanian, the Bohemian, and the Illyrian tongues, the pronunciation *zem*, *zema*, *zima*, and *sima*.

We remark that the German dialects do not bring a quota of derivations to the Aryan radical *hima*. But *hima* conveys the idea of snow lying and sparkling in the sunshine upon the peaks of distant mountains, rather than that of intense freezing cold. Now, the Sanscrit has a radical *crind* (*frigidum esse*) sterile indeed, and without derivative from which we may get the Gothic Scandanavian and Anglo Saxon *vintrus*, veter, and *winter*. Thus, we find living and well preserved in certain dialects of Europe, Aryan radicals used ages ago, and dead more than thirty centuries. But why did the Aryan not cease to produce derivatives? Perhaps because in leaving their septentrional regions they gradually forgot what a long, painful, intensely cold winter is. It is certainly unlike the mere distant view of the white peaks of the Himalaya mountains.

By a close study of the little words which have disappeared here, to reappear elsewhere, we can make a hypothetical approximation at the epoch at which certain nations emigrated, and the particular branch of the Aryan family to which they belonged. We are certain of one thing, every *old* word has been a *young* one, and if the nation by whom it was once used dropped it at a later period, it is because the object represented by it no longer attracted their attention.

The ruins of language show us conclusively, as do those of material edifices, the existence of a departed people. To recompose the prehistoric language at which M. PIETIT is laboring, we must consult every dialect, collect all the fragments, all the stones, belonging to the ruin. When this language shall have been rescued from oblivion, we shall hear the ancient Aryans speak. By their language we shall judge of the nature of their

ideas, their impressions; we shall see what were their joys, their sorrows, their hopes; we shall know what they dreaded, and what they loved. By induction we shall discover their country, and comprehend their habits of life; at last we shall see their faces. The fossil will stand before us in the perspective of centuries, clothed with muscles, and flesh, and skin, a magnificent result, certainly. We await the second portion of this great work. The Essay upon Linguistic Paleontology is but the preparatory and drier half of the work. It is pleasant to know whence we come, and what place we occupy, in the great human family, and the book, in spite of its abstruseness, recommends itself to every thinking mind. It strengthens our faith in those nations which Providence has with such care led into the light of Christianity and civilization. This point of view is not foreign to the convictions professed by M. PIETIT himself. His prehistoric people are not to be set up in opposition to the Bible. The assurance the author himself gives us upon this point, renders us all the more sympathetic towards his enterprise.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE TEACHERS' INSTITUTES.

Teachers' Institutes will be held under the direction of the Superintendent of Public Instruction aided by a corps of able and experienced Lecturers, as follows, viz:

At Hastings, Barry County	April 2d.
At Portland	" 9th.

Each institute will continue in session *ten working days*. Tuition will be free and efforts will be made to furnish free

board and accommodations to the teachers that may attend, at least to those who are earliest in attendance.

SCHOOL OFFICERS are especially invited to use their influence to secure the attendance of teachers from their neighborhoods. Those seeking teachers for schools will find it useful to visit the Institutes, as large numbers of teachers will be in attendance.

Notice.—School Library Books.

The *first period* for ordering library books under the State Contract, expired the 15th day of February. On account of delays in collecting taxes, many districts did not receive their library money in time to order their books during this period. It has therefore been deemed advisable to permit another ordering of books before the summer period announced in the library circular. *Orders for books may accordingly be sent* to the Contractors, F. RAYMOND & Co., Detroit, *till the 15th of April* next, and the books thus ordered will be delivered within eight weeks after that date. Any district Director or township Clerk who failed to receive the circular with a price list of the books selected by the Board of Education, will be supplied with such list on application by letter to the Superintendent of Public Instruction, Lansing.

NEWS AND NOTICES.

A valued correspondent writes:—"I think of introducing into our primary department the English System of teaching by object lessons. I wish I knew your opinion on this matter.

[We have often advocated and urged the introduction of Object Lessons as furnishing a most needful and valuable training of the powers of observation and expression.—*Ed.*]

"I have been, for some time, practicing a new system of Spelling in my department. Having used this plan with very great success, and having never heard of it before, I venture to trouble you with a brief account of it. My system is founded on the following prin-

ciple, the truth of which will, I think, be granted by all. The Orthography of our language is so irregular, that a person can learn to spell only by examining critically one word at a time." The usual practice of spelling is utterly at variance with this principle, and will, I think, account for the great deficiency of scholars in this branch of education. My plan is briefly as follows:—I select a list of fifteen words, usually those in common use and of difficult orthography, and pronounce them to the whole school, which I divide into four nearly equal divisions. Each scholar is provided with a blank in which the words are copied as pronounced. During the day each scholar has the privilege of testing each word in his list by the Dictionary. In each division, when the words have been examined and corrected, the lists are handed to a person whom I appoint daily, who notices all inaccuracies, and reports at the next recitation.

Sometimes I give Geographical names, and the Atlas is searched to find their locations. As soon as I can procure suitable blank books I shall extend my plan to the definition and use of each word."

Vernon, Shiawassee County.—The interests of Education are brightening up in this part of the Country. We have a Society here known as the "*Vernon Township People's Educational Association*," which has been in existence about a year; and in both the towns, Burns and Vernon, the people are beginning to take an interest in the cause of education before tnknown to them. In fact, our success has been, thus far, even beyond our expectations. Prof. KELLOGG from Owosso, came down and lectured to the people not long ago, and we had a house crowded full, and the most earnest attention was given. The way in which we conduct the meetings of our Association is simply this: About an hour and a half is devoted to the discussion of some question of general interest, such as Geography, Arithmetic, &c.; then reading of communications (and by the way, we have some very laughable correspondence under fictitious names, which adds a great interest to the meeting, and calls out a great many who would not come out if it were not for this; and when we get them there, we can talk to them on more interesting and higher subjects, and thus probably reach a class that might otherwise remain unbenefited), after which the discussion and explanation of some scientific question. A report is sometimes made, by the members, of what they have been reading during the week.

I intend proposing a voluntary class to be exercised in reading, or any other branch, by some one from the class, appointed by the President for the purpose, and thus teach, as well as theorize. Our exercises are interspersed by singing. On the whole we are confident we are doing *something*.

Very respectfully A. K. S.

Cambridge, Lenawee County.—Mr. C. H. DEWEY, one of the School Inspectors, sends a very favorable account of the schools of this township. A festival was held in the Autumn, at which nearly all Schools and twenty-six teachers were present. The people are discussing the project of a Union School.

— We cheerfully give place to the following in the hope that it may induce others to go and do likewise.

WAKE THEM UP.

What shall be done to reach the masses in the Country districts with saving knowledge; to educate them in the laws of health first, and of happiness afterwards? They are, often, too far remote from the village centre to profit by the lectures on Physiology and Hygiene. They are not aware of their need of light, and so neglect the purchase and reading of books on these subjects, or kindred ones. They can not afford to pay the popular lecturer, and will not, because they do not feel their need of him. The excellent suggestions for ventilating school houses and dwellings, given by the State Superintendent of Public Instruction, are hardly read by more than the officers, to whom copies of School Laws are sent, if, indeed, by them, and many a family is now living in an air contaminated by noxious gases, worse than that of the crowded city, although the free breezes of the open country are striving for admittance to their dwellings. And they are suffering the consequences, too, in coughs, colds, lung and typhoid fevers, and doctors bills, and deaths, never dreaming of the cause of their afflictions. What shall be done to wake them up. I answer, by reporting what is being tried here. The visiting school inspector takes it upon himself to appoint evening meetings at the various school houses in town, inviting all the teachers to attend and make remarks—the men of the Districts are also solicited to speak; and thus, by an interchange of our several stores of knowledge, we are all benefited. The exercises are varied by singing of school songs, and reading short compositions by the scholars, &c. The discussion is not confined to Physical Education, but embraces other departments, according to the choice of each speaker. Our meetings so far, have been attended with much interest, and, we think, productive of good.

The speakers are certainly no losers by the exercise, and mind is quickened, and perhaps health and life may be saved. Why not pursue this course every winter wherever needed all over the state? If the meetings were called for no other purpose but to read the Superintendent's instructions, they would be well worth the trouble of attendance.

O. P. Drury, Inspector.

Hampton, Bay County.—We have a letter from the Director of Dist. No. 5 of this township giving a history of a "Ladies Educational Society," formed for the purpose of procuring apparatus for the School. We have room only for the concluding portion of the letter.

"As soon as navigation opens they intend to send for a common School set of apparatus, and a set of Mitchell's Outline maps. — — They intend to raise funds (in time) to purchase all the necessary *tools* for the teacher of our school to work with. The teacher of our school (Elepha Corbin by name) has spared no exertions on her part for the organization and the promotion of the interests of the society, and I would say if all the teachers of our primary schools would be as active as she has been in promoting the welfare of the schools in which they are engaged, they would soon be supplied with the *tools* to work with, which would make their work much more effective—with greater ease to themselves. Every member of the society has worked faithfully and energetically, and the thanks of this District are due to them.

"With the hope that the ladies of all the school Dist. of Michigan may be as energetic in promoting the welfare of their schools. I remain Yours truly R. P. E."

EDITORIAL MISCELLANY.

PARKER AND WATSON'S NATIONAL SERIES OF READERS AND SPELLERS.—LOCAL DESCRIPTIVE AND PHYSICAL GEOGRAPHY.

We would call the attention of our readers, especially the teachers, to the advertisement of the above works, published by A. S. Barns & Burr. The many flattering notices of them by our most prominent and successful educators is sufficient proof of their excellence.

VALUABLE TEXT BOOKS FOR COLLEGES AND ACADEMIES.

Our readers will notice in this month's issue the advertisement of several valuable educational works, published by Sheldon & Co.

Owosso.—Mr. and Mrs. H. A. PIERCE, late Principal and Preceptress of Young Ladies' Seminary at Marshall, have taken charge of the Union School at Owosso. We can not but congratulate our friends in that city on their good fortune in thus obtaining the services of two most excellent and accomplished teachers.

WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA.

The Merriams have just received an application from the "Director of the collegiate institution at Nova Friburgo," Rio Janeiro, for twenty sets of their "Pictorial illustrations only." The professor says, "They would be useful to me in some of the classes of the sciences." The illustrations are never sold separately from the body of the work, but this application indicates a high appreciation of their beauty and utility.—*Springfield Republican.*

New Union School Houses. — The citizens of Port Huron have the materials collected to build a Union School house to cost $10,000.

The village of Utica has a Union School building in progress which will cost $10,000.

Mount Clemens is also building a Union School house, worth $10,000.

Romeo is agitating the question of establishing a Union School.

Coldwater has resolved upon the erection of a school building to cost $14,000 or $15,000.

BOOK NOTICES.

Great Facts. By F. C. Bakewell. New York: D. Appleton & Co. 307 pp. 12mo.

This is another book of wonders, —the wonders produced by modern art. Among the inventions which have made the present age so brilliant Mr. Bakewell enumerates and describes, Steam Navigation, Railways, the Air engine, Photography, Dissolving views, the Kaleidescope, the Magic Disc, the Diorama, the Stereoscope, the Electric Telegraph, Electro Magnetic clocks, Electro-Metallurgy, Gas lighting, the Electric light, Instantaneous lights, Paper making machinery, Printing machines, Lithography, Aerated waters, Revolvers and Minie Rifles, Centrifugal pumps, Tubular Bridges, and Self-acting engines. The book contains an interesting description of these several inventions, and is full of curious information.

Morey's Practical Arithmetic. By Cornell Morey, Rochester, N. Y.: Erastus Darrow & Brother.

A leading teacher of our state has sent us a copy of the above named book, with a request to notice it. He says: "I have taught this system for four years and my conviction is strengthened each day that it is the only true plan of teaching this subject." We need add nothing more to induce teachers to examine the book. See publishers advertisement.

Ladies' Home Magazine. Edited by T. S. Arthur.

Arthur's name will be to most magazine readers a sufficient recommendation of this fine monthly. Earnest, genial, healthful, he contrives to mingle amusement and instruction often a rare sort, and many a family has been made purer and happier by his sermon stories. Published by T. S. Arthur. Philadelphia. Terms $2 a year. Four copies for $5.

Boston Primary School Tablets. Prepared by John D. Philbrick, Superintendent of Public Schools in Boston.

We invite Primary School teachers to read the advertisement of these School Tablets. We have examined a set of the Tablets and can testify to their neatness of form and practical character. They will supply a long felt desideratum for primary schools.

The British and Foreign Medico Chirurgical Review.

A quarterly of solid and substantial look, and well filled with learned essays of great interest doubtless to the Profession. Published by S. S. & Wm. Wood, New York. $3 a year.

The Peninsular and Independent Medical Journal,

A Michigan monthly, edited by Drs. Palmer & Gunn, of the Medical Department of the University. Good, we have no doubt. The terms do not appear in the number before us.

The Home Monthly.

Another good family magazine. It is well edited and wholesome in tone. Published by Arey & Gildersleeve, Buffalo, N. Y. Terms $1.50 a year, or four copies for $5.

The North Western Pulpit.

A monthly repository of original sermons, reviews, &c. Published by W. Stuart Goodno, Chicago. $1 a year

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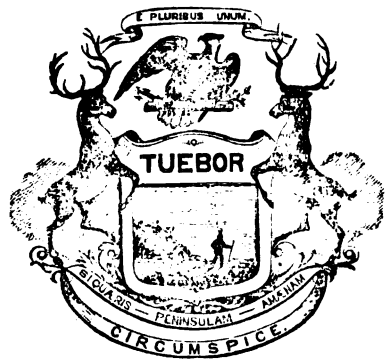
EDITOR FOR THE MAY NO.,

F. HUBBARD,
Adrian Union School.



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THE
MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. F. HUBBARD, EDITOR FOR MAY. NO. V.

THE VICES OF THE SCHOOL-ROOM.

IT is my object to present a few thoughts concerning a serious evil which often grieves and perplexes the faithful teacher, and produces sad effects in the whole school. That there are genuine pleasures in the work of teaching none will deny. Enter the accustomed place after all are quietly seated. How happy are they now, each busy with *his* thoughts, and they are happy thoughts for *smiles* are seen on every face. With what confidence do they address you. All their joys are confided to you. Their success in their games at play are cheerfully repeated over as they meet you. Their grievances will be rehearsed so sure are they that they will have your sympathy. They would not displease you if they could.

At the proper time the duties of the day are begun. How often have we been reminded of the industrious bees as each willingly performs his task, though not a task now. Lessons all well learned, with care each step is taken lest they should annoy you. All passes on as pleasantly as if we were always to receive the light of the cloudless sun and rejoice in the fragrance of the sweetest of flowers; when every heart seems to be send-

ing forth the tiny fibres that help strengthen the chord that binds your heart to theirs, and you feel that you can cheer them in their toils and be their guide.

What a scene! What joys are there! Who would not wish to teach, to love and be loved.

But not long ere the scene will be changed; clouds will gather around, some one of the number will have fallen into the snare which the enemy has faithfully prepared for those that will be enticed. A falsehood has been told, yes, with emphasis repeated, an oath taken, a blow has been given, an unkind word or look, though uncalled for, has found a place here. A disobedient spirit has been manifested, rule after rule broken, and error after error committed until we are almost heard to exclaim with the poet:

> Oh that my soul could melt in tears;
> And die beneath the pain it bears,
> The grief that springs the thoughts that goad,
> Becomes a heavy maddening load.

One of the greatest evils of the school-room is, that of falsehoods, misrepresentations, wilful error or deceitfulness. It not only destroys the happiness of the transgressor, but its effect is more or less felt by those that associate with him. Although the others may not be as deeply dyed with the sin still daily associating with *such* will to a great extent, be the means of teaching them to practice the same evil habits. A good character is the most valuable of all our possessions, it is the source of true happiness. We could not confer a greater benefit upon another than to improve his character. On the other hand, the greatest injury we could inflict would be to injure his character.

The most solemn threatnings in the Scripture are ut-

tered against those that shall be the means of corrupting others.

Falsehood produces disquietude, distrust, doubt of the sincerity of their school-mates, it engenders strife, unhappiness, fear, hatred. It is a plant of luxuriant growth. There are many ways in which it finds soil to foster it. A rule has been carelessly broken, and the respect which the pupil feels for the kind and faithful teacher, causes him to hesitate. Can I confess all, and thus cause my teacher to lose confidence in my faithful promises? Could the mind at one view, witness the number of falsehoods that must be told to cover, but imperfectly, the first.

I am almost confident it would be avoided and confession frank and full would be made. Some love to set things in a false light favorable to themselves, so that their acts may appear well, and those of others to a great disadvantage. Others are like the *Drone Bees* that love the honey, but are willing others should gather it, and seek for commendation when they have made no effort to deserve it. Others there are that love so well to deceive, that they rejoice when any well studied plan has worked the accomplishment of their desires, and they with their companions are free from suspicion. How thorny many times is the pathway of the wayward. Not even a flower appears that does not in faithfulness reprove the false ones, and in tones of kindness speak of the purity of its Maker. What a contrast now between the Creator and the created. The sweet notes of the birds seem to whisper you are wrong. Confidence in self is lost. The arrow that conscience once sharpened is now losing its power. How sad is the condition of such a one when conscience ceases to reprove. Is this picture

too dark? I would that it could in faithfulness be presented in language more pleasing, but the hearts of many if able to break the deceitful chain that so firmly binds them, would whisper not too dark! not too dark! What can be done? Is there no way by which we can elevate them in their own estimation, and cause them to desire to have our confidence? Many times, I think we can by example cause them to feel that there is power in truth. By it, we can produce in the mind a conviction that they are morally responsible, that they must suffer the just penalty for all their sins. We should watch the first appearance of sin, and as far as possible, eradicate the evil disposition before these habits become firmly fixed. I think before a pupil is questioned as to his deportment he should have set before him clearly the evils of such a course of wickedness and the disgrace it will bring upon him, how vile and wicked his own character will appear to himself and others, and also the opposite of such a course. Conscience, if it is suffered to reprove and its faithful teachings are strictly followed, will always point in the right direction.

Every one knows that the child that reflects much upon his conduct and motives, knows better how to act than one that never thinks much. Promises are too frequently made, even on the part of teachers, only to be broken, and this course the child is almost sure to learn to imitate. If we fail to accomplish our design in which a promise is involved, an explanation should be made. We must remove temptation from them and let them feel that for a good act we will commend, and as far as possible win their confidence by always being sure before allusion is made to the fact. Reformation cannot be brought about at once. It will cost many hours of anxiety and personal

effort and when every effort seems almost to fail, despair not; still present other motives if any you can command, that you have not used, and when all else fails, let the desire of your heart be good-will toward those that are bent on doing evil. How true in one sense, "The fewer the ties that bind us to him, the more glorious the act of goodness." C. S.

GEOGRAPHY.

WHEN viewed in its true form, what a sublime study is geography. How elevating, how ennobling!

There neither is, nor can be, another branch of science that tends so much to call out all the finer feelings of our nature, elevating the tone of thought, subduing all the baser passions, and improving us in our moral as well as intellectual being, far above the apathetic state of those who never take thought of the works of nature. It has been said "the undevout astronomer is mad;" and why may not the same be said of our geographical students, especially those who pronounce it a dull study? Point to one person who has entered the list of teachers, one who has given his whole soul to the work, and engaged in this noble calling with a zeal that does honor to himself and Creator; point to such a one, we say, and ask him if the study of nature is a dull theme upon which to dwell.

When we contemplate the vastness of the ocean, with its countless millions of inhabitants, the loftiness of the mountains, with their various climates in the same latitudes, the vast extent of territory, with all its privileges

for the use of man, its dense forests and verdant plains, we can but exclaim with the psalmist, "Lord, what is man that thou art mindful of him, or the son of man, that thou regardest him!"

That this important branch has been too sadly neglected, and is even now considered of minor importance, compared with other common branches, no one will deny. Many there are who do not hesitate to express their dislike to this study, and would willingly erase it from our course.

We would ask, how can such teachers expect success to crown their efforts? Their pupils are allowed to go through their lessons with parrot-like mummery, not for once comprehending that it at all relates to *this beautiful earth on which they live.* Is it a wonder that failures are an every day occurrence with them, or that too soon their scholars are alike heard to exclaim, "*I hate geography.*"

That we may be successful in our endeavors to instruct those committed to our charge in any branch whatever, we find is essential that we *first* awake an interest relative to the subject of the lesson. Stir within them the spirit of inquiry—a desire to *know.* This being done, the task of teaching is not a difficult, but rather a pleasing one.

We may at times only feel our inadequacy to impart that knowledge which we know and feel to be indispensible to satisfy their inquiring minds.

To *us* it seems there is no other study with which we can more easily or readily secure the attention of the pupils in general, than that now under consideration.

And here, perhaps, it may not seem amiss to speak of some *method* of teaching this branch. In the *primary*

school, where the germ of education first appears, and where the ingenuity of the teacher is taxed to the utmost to find suitable as well as sufficient employment for the unformed mind, would we *introduce* this study.

Suppose we call a class for recitation. We introduce our topic somewhat after this manner: "On what do you live? Upon what do you walk? What part of the earth is that upon which you can not walk? With what, then, is the earth covered? What is its shape? Why do you think it flat? What surrounds it? Is it a moving body, or does it stand still? If a flat body, and at rest, upon what does it rest?" &c., &c., until our time is exhausted, and, with a dissatisfied air, our scholars retire to their seats, wondering if the earth really does *not* rest upon the elephant.

These recitations, if conducted in a proper manner, will implant in the minds of the pupils such a love for the study of nature, that the task of teaching from the text-book is light compared to the dragging manner that is practiced in most of our common schools. The interest of the class is daily increasing. The short time allotted them by the teacher is insufficient to satisfy their thirst, and they are soon heard to exclaim—"I'll have a book, and learn from it myself!" Just here would we introduce the text-book.

Suppose we have three classes. The first have Mathematical Geography for the subject of their lesson. These scholars are to represent upon a blank globe, parallels, meridians, zones, &c. Second class have Physical Geography. They are permitted, to represent, upon globe or board, lakes, rivers, mountains, capes, islands, &c. Third may have Political Geography—the States, for instance. These they should take in sections, learning the general

features of each particular portion of the country, surface, climate, productions, &c. Should there be any portion differing from that of another, in the same section, they will quickly notice this, and not fail to make mention of the same during their recitation. Let them never name mountain, lake, or river, without a brief description of the same, or a town or city without locating it.

And here would we urge the extreme necessity of the use of *outline maps.* We are so constituted that anything presented to the *eye* produces a deeper and more lasting impression than do months of *mere study* on the same subject. Those teachers who were so fortunate as to be present at the Teachers' Institute, held in Tecumseh, will remember distinctly how the outline maps used there helped to impress upon the mind the ideas and instruction contained in the lectures, and, at the time, must have felt how indispensible they were to the pleasing result which we all saw had been obtained.

And now, in closing, we would say, if this imperfect article is the means of awakening *one* teacher to the beauty and sublimity of the subject we have been contemplating, the little labor it has cost us will be well repaid, the time spent freely given, and our heart will be gladdened that one more, at least, "looks through nature up to nature's God."

THE TEACHER.

By A. A. Fuller.

OH weary hours in the sweet spring time!
When soft the balmy air floats from the south,

Laden with perfumed breath of orange groves;
When, veiled within the fleecy vapor clouds,
The glowing sun sits at his royal ease,
Traveling with half closed eyes, and half hid smile,
His route diurnal. When o'er all the earth
A golden glory rests, as if a shower
Of amber, uncongealed, had poised mid-air.
When o'er the springy turf the clover leaves
And tiny grass blades raise their timid heads
Above the fading farms of months ago.
When in the woodlands, where the scattered leaves
Which autumn left are damp with oozing straw,
There dwells a fragrance as of flowrets crushed;
And early buds, which drink from melting snows
Their life, are waking from their dreamless sleep.
When, from the stately trees whose swaying limbs
Are feathered o'er with tufts of emerald plumes,
Come warblings sweet, and gushing notes of joy,
From winged songsters. When the icy bolt
Which locked the waters in their white draped cells
Has been withdrawn, and down the time-worn way
The laughing waves come tumbling, frolic wild,
Laving the banks, and kissing, o'er and o'er,
The gleaming pebbles crouching at their feet.
The days are irksome then; the hours are long,
Which bind the teacher to her weary task.
Fain would she breathe the balmy, fragrant air,
And press the bounding turf with eager feet,
And list the singing birds, and search fresh flowers,
And bathe her burning brow in cooling waves,
Where school room din might no more reach her ear.

Oh, weary hours in the long summer!
When only now and then a dying puff,
Coming from far-off south-land, like a breath
Of blessing, moves the stagnant, heated air,

Then dies away. When earth, and shrub, and tree,
Are clad in verdure; when the broiling stream,
Shrunken and narrow in its shallow bed,
Murmurs a sad refrain for gladness lost,
Or sits in silent sadness 'mong the sands
O'er which it leaped in wantonness ere-while.
A million insects floating on the air,
Double the quiet by the drowsy hum
Of gauze-like wings. Meanwhile, the glowing sun
Looks down, with fiery eye, upon the world
Parched by his heat. 'Tis very weary, then,
This schoolroom life.

And weary yet, in the still autumn;
When the fiery god is veiled again.
The time for dreaming. When the forests dim
Change their worn dress for amethyst, and gold,
And royal purple, orange, scarlet red,
And pale faint straw-color, and crimson dye.
Time when the winged warblers, instinct warned,
Hush their wild joy songs, leave their brooding nests,
And turn their bright crests toward more genial climes.
When in the spreading barns the ripened grain
Is sheltered by the careful husbandman;
And, pendent from the loaded, groaning boughs,
The tempting fruit awaits the gathering hand.
A time for sadness; for the untold wealth
Of gorgeous beauty fadeth swiftly now.
Yet she who looks with wistful, longing eye
Out from her prison room, day after day,
Finds leisure for no dreams, nor sad regrets,
But, as before, throughout the life-long year
Bends to her task.

And weary still, in the bleak winter;
When, from the icy regions of the north,

The chilling wind comes sweeping fearfully;
Gathering the crisped leaves from their still graves,
To whirl them wildly on its wanton wings.
When, veiling from our eyes the ether blue,
Grey storm clouds hover, like some evil gnome;
And downy flakes come floating, one by one,
Far from their airy home; then gathering close
Their spotless robes, they drop them softly down
On the bare earth. Aye, Winter! Let them come,
Those flecks of purity, to cover o'er
The havoc which thy herald, Autumn, made.
Bright burns the fuel in the open grate;
Sweet chime the bells which pass from time to time;
Yet sits the teacher, patient at her toil,
The end is not: her triumph is not yet.

Not yet! said I? Ah, no! This is not true!
Through all these months of weariness and pain,
Each day has brought exceeding great reward.

Oh, glorious hours! Pregnant with thought
Which shall be born in strength and happiness
In the far future!

Oh, patient love! which hath borne strange conceits,
From young minds yearning for the freedom dear
To childhood's days. Is there no glory, now,
In moulding for a nobler, better life,
The plastic souls entrusted to thy care?
Hast thou no joy that, in the far-off land
Whose distant shores the sleepless river laves,
There shall spirits wing their way to thee,
And bless thee for thy teachings?
Whose destiny so glorious as thine,
O teacher! Even as is a parent's hand,
Is thine, to guide the costly freighted barque
Safe from its moorings into life's rough sea.

THE DISTRICT SYSTEM.

IN the early history of New England, the condition of the people, spread over a large area, with few and imperfect facilities for intercommunicating, rendered it difficult to congregate, at one point, a large number of pupils, and inconvenient if not impracticable for the towns, as corporate bodies, to exercise immediate supervision over all portions of their territory. Consequently neighborhoods or districts, combined for educational purposes, and with such assistance as they could obtain from the townships to which they belonged, they undertook the education of their own children.

In Massachusetts, the district system was legalized in 1789. Each town was empowered to divide its territory into districts, suiting the convenience of its inhabitants, and to confer upon the people thereof certain corporate powers, deemed necessary to conduct its own educational interests.

A similar system was adopted by the other New England States; and, subsequently, with slight modifications, by the middle, and those western States, into whose governmental policy, the distinctive New England elements have been somewhat liberally infused.

Under existing circumstances this system was doubtless the best, and perhaps the only practical one. And at the present day, where communities are similarly situated, it may be questionable whether any system is better than that instituted by our fathers. Their educational wants were easily supplied. The standard of literary attainment was low. To read intelligibly, to write legibly and *cypher* as far as the "Rule of Three," was

regarded as constituting the ultima thule of common school education.

But now it is far otherwise. The introduction of new motive powers, the countless inventions designed to facilitate intercommunication, the rapid transmission of thought and the diffusion of knowledge to save labor and increase physical power in all the departments of human industry, the discoveries in the arts, unlocking the arcana of nature and developing wonders, in the physical world, of which our ancestors never dreamed. The study of metaphysics, once thought too abstruse for common minds, and political economy. These all have become, or are fast becoming as familiar as household words, among those who claim to be but moderately educated.

Hence, the absolute necessity of elevating the standard of education in the public schools. If children are to be educated for the times, they need be educated up to the times.

To accomplish this, it is necessary to avail ourselves of the *improvements* that have been made in education. Among these the most important is the division of labor, a principle so well understood and so universally applied in the mechanic arts.

In olden times, the shoemaker went into the forest and cut his timber and sawed and split and whittled and sharpened and drove his own pegs. Now, he who *drives* pegs, does nothing else; and he who *makes* pegs, does not furnish his own timber. It is found that perfection in any department of labor, requires exclusive devotion thereto. So in matters of education. That teacher will accomplish most and do his work best, other things being equal, whose labor is bestowed upon the fewest

subjects. Hence the importance of classification, the bringing together in one class all whose attainments and capacity are on the same grade.

A competent teacher may do as well, and even better, by a class of twelve, than by a class of two. In point of time and consequently economy, the advantage is as six to one in favor of the large class.

Classification can be properly made only when schools are graded, and under the district system graduation is impossible. When the district is large, there may be two schools in the same house, or near by, the pupils divided according to attainments. This is a decided improvement. It is however but an approximation to the true system, and the advantages it affords are in proportion as it approximates to a perfect system of gradation. This can be accomplished only by a whole town, or a district, embracing a sufficient number of pupils to constitute as many distinct schools as there must necessarily be grades in a perfect system.

As in a well ordered modern manufactory, the labor is so divided, that every step in the process is assigned to its own room, furnished with appropriate machinery and tools and controlled by a competent overseer, so in the business of education, every stage in the child's progress should be confined to its appropriate department, and the whole routine of exercises be so systematized as to bring about the happiest results, with the least expenditure of time and money.

But let these rooms be independent of each other, let them each be controlled by a mind, which acts independently of all the rest, and it requires no prophet's pen to predict what would be the results.

Practical wisdom would say, let there be one object,

one uniform plan for its attainment, let one mind direct and control the whole, let improvements in machinery be introduced and repairs be made, when and where most needed, let all the movements in every department be conducive to the same end and then the wished for end might be obtained.

No less important is system in the management of educational matters, and no less disastrous to the interests of the schools than in the case supposed, is that *want* of system, commonly called the "district system."

Instead of a unique plan of operation, devised, perfected and carried into execution by the wisdom of the whole town, acting through agents of their own selecting each district has a plan of its own, which, conflicting with those of its neighbors, like a wheel within a wheel, accomplishes little else than to absorb the money, appropriated by the town, for educational purposes.

In schools, as in government, it holds true, to a certain extent, that that system which is best administered, is best. Connected with this district system, there seems to be many disadvantages or positive evils, among which the following may be named.

Liability to have incompetent agents. In New England, the prevailing custom is to let the office of district committees *rotate*, that is, pass around through the district, embracing every voter of good moral character. The office is regarded as a burden to be borne as a patient submits to the prescription of his physician through fear of something worse; not as an agreeable duty to perform from a desire to promote the interests of education, conseqnently a large portion of those annually elected to this responsible office, are totally unqualified. They are not chosen in consequence of their supposed fitness

for the place, but in utter disregard of it. Is a laborer to be employed, a mechanic, or a professional man, not one in the district would act without deliberation, without satisfactory evidence of requisite ability. But in the selection of one to whom is to be intrusted the sole management of our schools, the education of our children, the intellectual and moral training of those who are to transmit our names to posterity, far less concern is manifested, far less watchfulness and care are exercised than in the hiring of a laborer, or in the purchase of a horse.

An agent thus chosen, is less likely to act independently and for the good of the school, than if elected by the town. In the selection of a teacher, he is liable to be influenced by local considerations, he feels less freedom to go abroad and look over the whole field, for the highest order of talent; and the candidate selected is less independent of neighborhood jealousies and strifes.

Inseperable from this system are frequent *changes.* These committees are chosen annually, and seldom serve the second consecutive term; with new lords come new laws. The incoming administration marks it advent by a change of ministers. There is always a loss in a change of teachers. Several weeks must be spent by the stranger in becoming acquainted with the material upon which he is to act, in acquiring a knowledge of the dispositions and idiosyncrasies of his pupils. This knowledge must be obtained before the teacher can act understandingly or do his pupils much good. Now if this connexion is to cease and the reins of government are to pass into strange hands, the same process must be repeated and the same waste of time and labor, with little or

no advancement in the education of the pupils. Hence the frequent complaints, that children make no progress, that at the commencement of each succeeding term, they are put back to a former starting point, that from six to ten years are spent upon geography, which should be mastered in two. These evils will follow this *presto* system so long as effect follows cause.

Uniformity in the length of schools, in text books and mode of discipline throughout the town, is necessary to the highest degree of success. This cannot be secured under the district system.

In Massachusetts, money is raised annually for the support of schools, by vote of the town, and the mode of distribution is fixed in the same way. But this distribution, varying according to the number of pupils, or the number of taxable polls, or the amount of property, or all three combined, is never equal. Consequently the length of schools, varying as the means of support varies, ranges from four to ten months, and the child, who is so unfortunate as to be born within the limits of a small district, will enjoy the benefits of but four months schooling, while his neighbor, just over the line, which seperates him from a district of larger territory, may have ten months tuition. This is certainly not in accordance with the spirit of the free school system, nor with the genius of our governments.

In the use of text books, uniformity is secured with difficulty, if at all, under the district system. The authority of district committees is not sufficient to control in this matter, some parents are found, who claim, as an inalienable right, the privilege of using such books as they happen to have; this is a heavy tax upon the time of the teacher, and operates greatly to the detriment of the school.

In discipline too there is great advantage in having a uniform system. If corporal punishment is allowed in one district, and forbidden in another, contiguous, it will give rise to difficulty in both. If one teacher is allowed to dismiss pupils for improper conduct, and another is not, if one is authorized to take cognizance of the deportment of pupils, while others are not, all the schools will suffer.

Abolish the districts, and uniformity in these several respects is easily secured. The money appropriated by the town, for the support of schools, is put into the hands of agents, selected expressly for this purpose. These agents are responsible to the town, as a whole, and to the town they must give a strict account. Schools are established in accordance with a plan, embracing the whole territory. Where they are needed, teachers are selected for all the schools, with special referrence to the position to be occupied, independent of local prejudices and fanasitism, the expenses of all the schools are defrayed from the same fund. They all continue the same length of time, closing only when the funds are exhausted.

Thus are equal privileges secured to all, and the evils incident to discordant views among public agents and conflicting jurisdictions avoided.

Furthermore, rural districts often suffer from want of suitable accommodations in the way of school houses and fixtures, and school apparatus; while their more wealthy neighbors are well accommodated. This evil, too, the contemplated change of administration would remove. The town, acting through its committee, would not be a respector of persons. Its beneficence, like the dew, would descend alike upon all.

The district system conflicts with the genius of free institutions. The district committee is not ordinarily

elected, but *designated* by a few, a very few of his neighbors, assembled in the old school house "by the struggling moon-beams misty lights" or their "lanterns dimly burning." Thus initiated into office, he is clothed with power little less than absolute, and that too, in a matter of vital importance to the whole community.

The secretary of the Massachusetts Board of Education, in a recent lecture, is reported to have said, that this feature of the district system. The clothing of the agent with unlimited and irresponsible power, in the procurement of teachers and the management of schools, is the only relict of absolutism, in our Republican government.

Of the 332 towns in Massachusetts, more than 100, including more than half the people of the State, have voluntarily abolished the the district and adopted the municipal system, and in no instance where tried, has there been manifested any disposition to return.

Nor, as has been affirmed, does the abolition of this system work a concentration of power, in hands outside of the municipalities interested. The towns regain and exercise powers and discharge duties originally and primarily their own, yielding them temporarily and for a definite purpose to agents of their own selection.

Let this experiment be fairly tried, and we feel confident that a more economical expenditure of public money will be made, that more competent and efficient teachers will be employed and that the standard of attainment in our public schools will be made more nearly to keep pace with the demands of the times.

K. B. H.

I AM GLAD I AM A TEACHER.

GOD himself labors, and He says to us, "Six days shall thou labor and do all thy work." We can praise Infinite Goodness for opening to all mankind such innumerable fields of thrift and usefulness, wherein the likes and dislikes of us all are easily gratified, and wherein every excuse for compulsory labor and sloth is taken away.

Individuals, and classes of individuals, are privileged frequently enough to comprehend their own peculiar labors, to examine them and carefully to compare them with other fields of labor, so as more vigorously to urge on in the path already taken. To no individual or class can such an examination or comparison be with more profit than to the teacher, who although in a business coeval with mankind, for God himself taught our first parents, is most easily led to question the desirableness and efficiency of his own course of life.

"Is the fault in our stars or in ourselves that we are underlings?" Do we put too high an estimate upon the business of teaching? Does the business degrade the laborer? Does the laborer degrade the business? A single glance at history goes to show that such men as Socrates, Pestallozzi, and a host of others, of ancient and modern times, have been and are fully developed in this very business of teaching.

All human effort has for its object mind or matter. Of course no human being is supposed to labor exclusively in the one direction or the other, but enough are sufficiently marked perhaps to help us draw a line between the two species of effort. Implements of war and

peace must be made, seeds sown, fruits gathered, public and private buildings erected, railroads and canals constructed, the commerce of the seas carried on, exchanges of goods and products made, &c., while on the other hand the laws are to be made, the way of life everlasting preached and the youth and mankind generally to be disciplined and instructed for life's duties. The number of those who labor upon matter in the main must far exceed those who labor upon mind, especially so long as the present sentiment obtains that one can instruct one hundred, and ten can put ten hundred in a way to become good intelligent citizens.

But in speaking of the relative importance of these two fields of labor neither one can be despised. Like the eye and the ear, the one can not say I have no need of thee, and the other, I have no need of thee. As all efforts in the direction of mind and matter, are in the same general direction, never again can these fields of labor be twain or approximate to such a state of things as in days of yore, but they must forever go on wedded into one harmonious pair, seeking each others interests so far as in them lies.

Who does not know that the mind of man has been considered by many nations as a cunning contrivance that might be easily dispensed with on almost every occasion. If they would find invectives to apply to some fellow mortal or to their God, or if some mean advantage was to be taken of another, they would deign to use this breath of life. About twelve or fourteen hundred years ago, after the Greeks and Romains had learned that the highest interests of mankind depended upon the development of the human mind, the experiment was tried for five or six hundred years, of having a few monks do

the thinking and then peddle out the results to the people.

They did think perhaps but all the people received was darkness thick enough to be felt. But the efforts put forth the last hundred years go to show that mind will gain for itself in process of time that consideration which is its due.

When public sentiment like the deep sea becomes stagnant, great waves roll back and forth from one extreme to the other, until finally a placid surface is spread out before us. To-day public sentiment is rolling and tumbling mountain high—its equilibrium being disturbed by the mighty claims of mind.

How many states, cities and towns are expending fortunes to promote the interests of mind! How many individuals who can not wait for the slow movements of the public as they estimate them, are giving thousands and hundreds of thousands of dollars for this very object!

But who are to labor upon matter, and who upon mind? On what ought you and I to labor?

Pliny says that three Rhodian artists, Agesander, Polydorus, and Athenodorus, four hundred years before the Christian era gave to the world that noblest group of statuary the world has ever seen; a representation of the old Trojan priest, Laocoon, and his two sons, altogether make an ineffectual effort to free themselves from the coils of two mighty sea serpents.

A cast of it is in the Boston Athenæum; the original is in the Vatican at Rome.

> "Now turning to the Vatican to see
> Laocoon's torture dignifying pain;
> A father's love and mortal's agony

With an immortal's patience blending;—vain
The struggle! vain against the coiling strain
And gripe and deepening of the dragon's grasp
The old man's shirk; the long evenomed chain
Rivets the living links; the enormous asp
Enforces pang on pang and stifles gasp on gasp."

How perfectly they shaped the inanimate marble! Yet fellow teachers! we are privileged to take an active part in forming living souls into God-like proportions which are to last not only for time but also for eternity.

It is very evident that some of this American people care for education only in the abstract; that is they have a very great regard for it, as it abstracts the almighty dollar from their pockets.

Others think it a good if it can only be conducted as it used to be in "my grandfather's day," when legs dangled six hours per day from slabs which were kited up on high stakes; yet a constantly increasing number in every community believe that upon the education of our youth, depend the best interests of mankind and the real prosperity and perpetuity of our mode of government.

Such will be ever ready "to spend and be spent' for the cause they love, and with such the teacher succeeds.

But occasionally the first two elements in society unite and compel a true teacher to sacrifice his self-respect and his means of usefulness.

Under such circumstances there is but one course to pursue.

But when one has an opportunity to stand in the teacher's ranks as an independent yet responsible being, he ought 'to rejoice and be exceedingly glad.'

It is a high privilege to help wield the destiny of this Great Republic. F. H.

THE TEACHER'S INFLUENCE.

INFLUENCE is coeval with the world. When God created man, and breathed into him the breath of life, he became a living soul. Endowed with every God-like attribute; pure and sinless as the source from whence he sprung; but scarce had the command been given, thus far shalt thou go and no farther, when influence, not for good, but evil, stepped in and broke the golden chain, and man became its victim, and has continued such from thence even until now. Then can any of us say we have no influence; that our thoughts and actions can effect none save ourselves; that we move within the orbit of our own being, neither giving or receiving light? No, influence is ours, and perhaps more truely so than almost any other condition in life, for it extends not to the few, but the many. Into our hands are the young and tender minds commited, and well does it behove us to know if it be the good seed we are sowing, or whether in after years it prove to be nought save the tares. Whether the influence we throw around them in the school room will go with them as a bright and thornless flower breaking its sweet fragrance on all; or whether it will be the worthless, noxious weed, choking the very life out of all within its reach. Perhaps each teacher may be ready to conclude that there are some over whom they can exert no influence. The first years of their life have been like the bud blasted by an untimely frost. But who of us will say that God has created a being in His own image and left him to himself, or thrown him upon the world an outcast. No, it cannot be! Influence of some kind must be nigh to raise or crush him. Then who will say

there is no chord that will vibrate at one touch? Neglect and want may have dimmed the golden springs of thought and action; may have checked the fountain of love in its course, but they can never change the powers that God has given it, or dry the source from whence pure waters flow.

> "Neglect may dim a silver cup,
> It will be silver still."

Yes, circumstances may for a time check us in our labors. The sable cloud may oft times rise, covering the heart with gloom, discouraging every motive for action, and weakening our faith in humanity; yet, if we persevere, the silver will be purified; if we faint not, the reward will be ours — a reward that money cannot buy — for perchance some child may bless us as his benefactor when those whom nature gave him as his rightful protectors forgot the heaven-sent charge and permitted the seeds of evil to creep in where good alone should be found.

How can we exert the best influence; one that will teach a child not only to obey the laws of man, but of God?

Let us instil into his mind the great truth, self-reliance. Let us also teach him, that he is an accountable being; that the formation of his character is in his own hands, and as he makes it so it must be. Let him also see that when he comes within our reach we are interested in him; that we have adopted him into our family, and that we intend to treat him like the rest of our little band. No matter if he be ill clad, if he be black or white, that spark of divinity (the soul) is within

him, and it is ours to expand it, and perchance a brighter gem may become polished in our hands than ever came from a gilded casket. Govern him by love if it can be, not by fear. Teach him to love to obey. Can we not do this, or is it an impossibility?

It is love that binds together heart with heart, that strews our path in life with so many flowers, and bids us look forward to that home, where Scott so beautifully expresses in these words,

"Love is heaven, and heaven is love."

If love be endowed with so much power, can we not govern by it; and if by it, then the child is within our reach to do with him as seemeth to us good. If he loves us, our influence is unbounded. If he learns that we approve or disapprove through the same love, he will prize our praises, and receive the voice of correction in the same manner. Then when we have such a field to work in will we not be accountable to the giver of every good and perfect gift, if we do not exert it aright?

Again, let us never deviate from what we have told a child we will do, if it be right; for if we are guilty of this ourselves, our influence for good will soon be gone, and he will learn to look upon us as a fitful being with no fixed rule for our guide, and will consider our word a thing without power, and consequently turn from us; feeling that if we cannot be honest to ourselves, we cannot guide others aright. Could He who created the heavens and the earth, have changed from His first, great command, without destroying the perfection of His character? And can we His stewards expect to tread upon ground untrod by Him, and go unscathed? If a child has disobeyed any great command of heaven, convince him that he has

done wrong. Place before him his fault. Show him wherein he has offended. Teach him if he wishes to grow up good, respected, and esteemed by all, he must, in the morning of life, learn lessons of truth, and morality. He must, while young, sow seeds of honesty that the future may see him gather into the store house bountifully. And can we do this, if we ourselves deviate? Then let us guard this sacred temple that it be not defiled.

Again, let us have patience, and not show to a child that we become irritated, because he does not at all times do just as we desire him to do. Let us remember that he is mortal like ourselves, and subject to the same temptations, without mature judgment to overcome them. Neither let us become irritated because he does not grasp new truths as we would wish him to; he will soon give up, and instead of learning his lesson as a pleasure, it will be a task.

We should consider that even the most brilliant intellect receives new truths with difficulty. "That what now seems to us clear as the noonday sun, was once enveloped in clouds. Then should we not protect his obtruseness," and hope under our fostering hand all will be bright?

Should we not remember "that an action which often speaks louder than words, will oft times operate upon the young heart like spray thrown upon polished steel, staining it with rust, which no after scouring can efface?"

Again, let us not make a distinction between religious and moral influence, for are they not co-workers? Can one be made beautiful without the other? Not that morals can ever take the place of religion; but if one be weakened, the other must in time suffer from it. Who of us can feel, as day by day we mould this plastic mind, that we are playing with a toy, to-day with us, to-morrow

broken in pieces, never to be gathered together in one beautiful whole? No, the mind is divine in its origin, and nature, susceptible of unlimited improvements, and infinite in its duration; and not until it has received influences, moral and religious, not until it comes forth replete with knowledge, natural, moral, and divine, moulded by reason, clothed with power; not till then, can it answer its fullest, highest purpose, able to glance over the past, to scan the present, and to anticipate the future.

Then let us, co-laborers in this all-important work, have this one idea before us, that we are not only educating for time, but eternity. That life is is but a flickering light compared to the full blaze of a future one; and that the truths now received will continue to expand throughout the countless ages of futurity.

Let us guard those committed to our care as precious jewels lent to us for a time, that we may polish them with a brighter lustre, and when called on to give them up, may they have received such impressions from our own inner selves, that they will not only be fitted to shine in this world, but glisten among the brightest in that casket which our Father shall make out of His own jewels.

C. K.

For the Michigan Journal of Education.

THE TEACHER'S WORK.

I HAVE chosen the above title, because of its brevity, for I have now to do with only a small portion of the teacher's work, not proposing to embrace his whole scope of duties in the present article. In order to get

at the subject, I shall divide it into three heads. (Don't be alarmed gentle reader, it will not turn out any infernal Cerberus.)

First. The teacher's work is not entirely a mental work. He is put into the school-room not only to take care of the outshootings of intellect, to direct and train the "young idea" to restrain the impetuous, strengthen the weak and inspire the dull; but also, to elevate and instruct the heart, bring as far as is in his power the feelings and intellect into harmony, the heart and the brain into working union. Opportunities will, and do occur in every school for the intelligent and conscientious teacher to drop a word down into the heart of his pupil. It may fall right into the channel that some growing habit of vice is wearing in the soul, blocking it up so that the waters are turned aside from their course to run for age into the green banks of 'the river of life.' A scholar violates some rule, whispers for instance. Now, teacher, consider well before wrath rules. Can you not forgive the romping restless thing as your great Master does you, even to seventy times seven? Or if forgiveness will not shame the offender into virtue, be both just and gentle in your expostulations, firm and immediate in your punishments, then forget and forgive again before you go on.

Second. This moral or rather heart-work, is a very important work in the teacher's life. In this way, he can do great good if he notices times and improves them. When the heart is tender from grief, or after some pleasant passage that has warmed the love of the scholar, he can direct the impulses toward the right and away from the wrong. Such a duty is one of extreme responsibility, and furthermore, it is a responsibility which

must be assumed. We cannot expect to shirk off one iota of it. It is there and we must face it. Whatever our example is, whatever the lives are that we live before the young lives committed a good share of the time to our care, whatever the words may be that fall so carelessly from our lips; just so surely as the example is set before children, as the words are uttered in their hearing, so surely will the example be copied and the words remembered. A teacher's influence depends almost entirely on the estimate the pupil will form of his character. If he is upright, firm, just, and at the same time gentle and considerate, his scholar will involuntarily respect him, whether the respect be shown in actions or not. On the other hand, if he be weak, vacillating, tyranical, there are none who form a more correct estimate of the master's powers, or know better just how far they can go with impunity. If the scholars obey through fear, the discipline cannot be relaxed one moment. The punishment must fall relentlessly whenever one offends, or finding such a thing has been done and yet the culprit escape safely, it will be done again. How many men does the fear of punishment by hanging prevent from committing murder, think you? I do not know, nor do I mean the question as an argument, only a suggestion, I throw in here which may be worth a thought.

Third. The reward. What is the teacher's reward? First, there is a certain pecuniary consideration for which he labors. This is at least an important part of the business, for the soul and body must be kept together while he is working, and there may be in view certain other and ulterior ends to which money is a necessary adjunct. Ask the college student toiling in some dingy

school-room, what he is teaching for. The answer, "for means to help myself to better knowledge first; others afterwards, for money to go on with my studies." For another there may be sweet castles in the air, "*chateaux d'Espagne*" where he sees a bright fire and a tidy wife and slippered comfort awaiting him after the toils of the day. But if he heeds prudence, he must win himself a position as an instructor first; he must establish himself in his profession. Yet, beside this, there is another and more enduring reward. He has the general contentment of mind which all feel who have done their duty well, then he has, too, the special reward of the man who feels that he has given a right bent to some mind, that he has put in a good word where it will *tell* in some conscience that he has, in fact, sown the seed, and is now waiting the beginning of a harvest, whose end reaching out into the ages of eternity, he may never see.

M. F. D.

SINGING IN COMMON SCHOOLS.

By Prof. Chamberlin, Young Ladies' Seminary, Monroe.

THE beneficial results of the introduction of singing in common schools can be best judged of by a personal comparison of those schools where singing has been introduced and practiced for some time, with those where the children have never known what a pleasant and useful recreation it is to leave their studies for a few minutes each day, to join heartily in a song; but since this personal comparison can not be made by all, we will venture briefly to point out a few of the results that may be brought about a judicious introduction of singing in our common hools.

It forms a useful part of the opening and closing exercises of the day, as it calls the attention of every pupil to engage in it, and with proper instruction at the right time, as to the import of the words; whether they be of a sacred or sound moral character (for none other should find a place in our song books for the school room); may be made the means of imparting a lesson in morals, or religion, longer remembered for being wedded to music.

It affords also a recreation useful especially in the primary department, to lay aside the books for a few minutes, and all join in a cheerful song; then, with renewed activity, return to their books again.

The chanting of words taken from the Scriptures, or works of men, adds to the cultivation of song that of reading, and, to some extent, elocution. Reading, intoning, and chanting, in unison, or in response to the teacher, will, while it gives variety to the exercises of the school, change the dull routine of the old-fashioned six hours each day of study, afford a means of educating the young in the art of reading well, avoiding to a great extent that harshness of utterance too often heard in our public meetings by our best speakers.

This introduction of singing in our common schools can be best accomplished by the regular teacher of the school, if he has been properly instructed in this branch of education. For this reason, vocal music should be a regular study in all normal and high schools where are educated the teachers of the land. And the reason must be obvious to every one who knows much of schools and their working system.

The teacher knows just when to introduce a song, just when his pupils need its stimulus, if introduced at this

time it does great good; it works out the object for which it is intended. Frequently it becomes as much of a task as any other exercise, if a regular hour for the lesson is appointed, and especially so if a teacher of singing from outside the school gives the lesson, unless he can, by experience and talent, make the lesson more than usually interesting to his pupils.

We think the time is coming, and that not far away, when singing will form a part in all the devotional exercises of our schools, but also a pleasing and healthful recreation during the hours of the day. Then we may look for a singing people, who can praise GOD themselves on the Sabbath day, and not as now, in many churches, through a thousand dollar choir, hired for that purpose.

THE CHOICE.

I.

I approached the lofty temple
Which arose at God's command,
More majestic than all temples
Poets find in fairy land.

II.

I approached the holy temple,
Which for man is filled with good,
And with awe and fear upon me,
At the sacred threshold stood.

III.

"Oh, for strength! and oh for courage!"
Was my spirit's silent prayer;
Yet alternate light and darkness
Saw me standing lonely there;—

IV.

Saw me standing, saw me waiting
In the awful shadow there,
Till, oh, joy! my fears departing,
Faded in the viewless air.

V.

Then it was, no longer doubting,
That I made the happy choice;
Then it was, with bold assurance,
That I raised my fearless voice.

VI.

"I will pass the golden portals,
And explore each secret part,
For I long to find a solace
For my yearning, aching heart."

VII.

When I issued from the darkness,—
I so long a worldly fool—
Sought the only certain passage
Through the open vestibule.

VIII.

And I passed the golden portals
Which I ne'er had passed before;
Oh! I passed those golden portals,—
Shall I pass them evermore.

IX.

Lo! a wondrous charm came on me,
For a rare celestial grace
Had within this lordly temple
Its terrestrial dwelling-place.

X.

And the music of low voices

Floated cheeringly to me—
"This is but the first joint knowledge
Of an immortality."

XI.

And I felt my spirit glowing,
Joyous in its new-born power,
As a bud which in its blooming,
Feels itself at last a flower.

ANN ARBOR, Mich., Feb. 27, 1860. O. E. F.

SONGS OF THE SOUL.

BY MARGARET A. PAINE, YOUNG LADIES' SEMINARY, MONROE.

SONGS are the outbreathings of the heart. Ever changeful are they: varying from the sweet tones of innocence to the majestic chanting of youth and purity. Every heart may be termed a *harp*, fromwhose chords come all the tones of life.

We listen to the childish glee and innocent prattle of the little ones, and in the busy toils of the day those sweet songs cheer us, and lighten the cares of life. Each morning's light comes with a stroke of music to the heart, and would warble its melody there all the day through, were it not for the discordant notes of *sin* that jar on the heart-strings. How often are heard the murmurs of discontent, the harsh notes of anger, the turbulent tones of passion, or the sighs of the sorrowing, the wail of the oppressed, making sad discords where there might be cheerful songs and tones of love to gladden the heart. For He who is the source of all truth and joy, doth He

not send angels of holiest ministries to bear the burden of every song and sigh, up to the throne of love?—and He has given a sacred ministry to many of earth,—even the tuning of those harps back to harmony and peace. How beautiful the mission, and how holy! Angels pause in suspense as we sweep the chord of the youthful harp, and listen for the echoed tones! Are they always sweet, and bird-like, and melodious? Ah! these living chords, are they not sometimes touched thoughtlessly, even ruthlessly? So the tones are sharp, discordant, and harsh. Each trusting youthful heart may be tuned to heavenly harmony by loving, skillful hands, so that the music of its life may be as sweet incense ascending up to heaven. How often have the gentle, earnest tones of a teacher swept the chords of feeling in some wayward, neglected child, and wakened in that heart aspirations for a nobler, higher life. To the teacher who thus lovingly and patiently fulfils his mission, will be the sweet assurance of good attained, of blessedness, and peace wrought for the human soul.

DEPARTMENT OF PUBLIC INSTRUCTION.

Answers to Questions on the School Law.

QUESTION 1. Can a district that did not have three months of school taught by a qualified teacher the past year share in apportionment of the two mill tax?

ANSWER. No. Section 107, as amended in 1859, provides, it is true, that the moneys raised by the two mill tax "shall belong to the districts in which it was raised; but the State Constitution expressly declares (Art. 13, Section 5), that any district neglecting to maintain a school three months in a year

"shall be deprived for the ensuing year of its proportion of the income of the Primary School fund and of all *funds arising from taxes* for the support of Schools." Section 107 of the law, must be interpreted by this section of the Constitution, and must therefore be understood to embrace only those districts that have maintained a school the requisite three months. The money raised by this tax in the districts which have neglected so to maintain a school must be counted as if raised on property not belonging to any organized district, and should be distributed to the districts in which schools have been legally taught.

QUESTION 2. At what time after his election is it necessary for a district Assessor to give his bond?

ANSWER. The law (see sect. 61) does not specify any time But as it is made the duty of the Moderator and Director to require him to execute a bond, he is evidently bound to do it at such time as they may demand it; and this should be done in all cases before any rate bill or order for any money belonging to the District shall be put into his hands. If the Assessor neglects or refuses to give such bond when so required his office is forfeited and becomes vacant.

QUESTION 3. Can a Deputy Town Clerk and one Inspector constitute a Board to alter the boundaries of School Districts?

ANSWER. The Compiled Laws (Section 561, page 239) provide that in case of the absence, sickness, death, or disability of the Township Clerk, his deputy shall discharge the duties of his office. In any such case, the deputy may therefore act as School Inspector with the same powers that the Clerk would himself possess.

QUESTION 4. Can a School Inspector empower a deputy or substitute to act for him?

ANSWER. There is no provision of law authorizing a School Inspector to appoint a deputy; he can not, therefore, legally delegate his powers.

QUESTION 5. If a new district be formed from parts of two or more districts which have district libraries, is the new district entitled to any share of the books?

ANSWER. Section 75 provides that when a new district is thus formed, the Inspectors "shall determine the amount justly due to such new district" "of the value of the School house and *other property* belonging to the former district at the time of such division." Sect. 77 provides that the amount thus due the new district shall be assessed upon the district retaining the School house or other property, and the money so assessed shall be paid over when collected, to the Assessor of the new district (see sect. 78). Now a library is district property, and evidently comes within the meaning of these sections. But this would not give the new district any books; it would simply give it a proportionate share of the value of the books. As a library, however, admits of division, I can see no objection to a distribution of the books themselves instead of their value, provided the old district consents.

ANNUAL REPORT

Of the Superintendent of Public Instruction for 1859.

This report, with the accompanying documents, the whole making a volume of 420 pages, is now being forwarded to the County Clerks in the State for distribution, as follows:

To each County Clerk, one copy.

To each County Treasurer, one copy.

To each Town Clerk, for the use of the School Inspectors, one copy.

To each Township and District Library, one copy.

To the Director of each district having no District Library, one copy, for the use of the District Board.

To each City Clerk, ten copies, for the use of City Library, (where there is no City Library, the Clerk should distribute them to other public Libraries in the city.)

To each Senator and Reprasentative in the present Legislature, one copy.

These reports contain much valuable information relative to the various educational interests of our State; embracing the reports from the Primary Schools, a large number of Graded Schools. Colleges and Academies, the Reform School, the Agricultural College, and the State University.

EDITORIAL MISCELLANY.

We cry your mercy, good friends, for any seeming neglect of your communications for the last two months. These institutes have so devoured both time and strength, that many a letter has necessarily remained unanswered, though we have sometimes written half the night after teaching half the day. But the campaign is over and we have returned to desk and pen, and now promise that a zealous promptitude shall, as far as possible atone for the involuntary neglect.

Several communications for the Journal have been received and will have place whenever any of the *Duo-decemvirate*, shall find room.

State Teachers' Institutes.—The spring series of Institutes closed with that at Portland, Ionia Co., April 20th. It exceeded any former series in the numbers in attendance and in the general interest. At Oxford, there were 210 teachers in attendance; at Marshall 154; at Hastings 143, and at Portland 140, making the large aggregate of 647 teachers in the four institutes, or an average of more than 160 for each one. Another favorable feature of this series, was the large numbers in attendance the very first day of the session at each place, making the daily average of attendance higher than at any former series.

The interest shown by citizens in the institutes has fully equalled, if it has not exceeded that exhibited in any former series. Large numbers attended the daily lectures, and the churches used for evening sessions, were crowded night after night till the close. The teachers in attendance were welcomed to the homes of citizens, with an unstinted hospitality, as generous as it was useful. We found, every where that intelligent and liberal love of universal education, which has already won for Michigan her fair fame as the LAND of SCHOOLS.

The work of these Institutes will lend a still stronger impulse to the cause of popular learning. Hundreds of teachers have gone with a new purpose and a new power to their work, and thousands of parents have been inspired to a deeper thoughtfulness of the values of education. A catalogue and sketch of the series will be issued speedily.

Money Matters.—The subject transcends our powers. Please imagine, kind reader, all we would say. Or rather think what you would say if you owed the printer four hundred dollars and the subscribers owed it to you.

NEWS AND NOTICES.

The Normal School building which has been rebuilt since the fire in October last, was re-dedicated with appropriate services, the 10th day of April. Nothing of the former edifice remained, but the walls. Several important alterations were made in the plan of the building, which have added both to the beauty and to the convenience of the building. A hip roof, surmounted by a tasteful cupola has taken the place of the old flat roof, several of the recitation rooms have been enlarged and some new ones added, and a large apartment for an educational Museum has been reserved from the over large model school room.

The summer term opened on the day of the dedication, and a large body of students were present at the exercises. The dedicatory address was delivered by the Supt. of Public Instruction, and speeches were made by Hon. J. R. KELLOGG, and Hon. W. J. BAXTER, of the Board of Education, by Profs. WELCH and SILL, of the Board of Instruction. Hon. C. JOSLIN, B. FOLLET, Esqs., the contractor, and Mr. MITCHELL, the Architect. Appropriate and excellent music was furnished by the Normal Choir, under the lead of Prof. FOOTE.

The commencements of the Medical and Law Departments of the University, occurred the 28th of March. The Medical graduates numbered 19, those of the Law School numbered 24. This was the first commencement of the latter department.

BOOK NOTICE.

Evenings at the Microscope. By P. H. Gosse, F. R. S. New York: D. Appleton & Co. 477 pp. 12mo.

Modern Science has made no more wonderful or beautiful revelations than those which it has discovered through the microscope. Down below the point at which it was supposed that organization and life ceased by reason of minuteness, and where it was thought that nothing could exist but the mere elementary particles, and first forms, it was suddenly discovered that another world was hidden with its myriad forms of being, as varied and beautiful in their organization as those that people the fields and floods of the larger world. The drop of stagnant water was found to be an ocean inhabited by millions of tiny monsters, the mould upon an old curst was shown to be a forest of vegetable growths, and the simplest and smallest things, the human hair, the foot of a fly, the bee's wing, the spiders eye, the fiber of wood, the grain of sand,—have complex and wonderful organizations as symmetrical and perfect as that of nature's grander forms, the tree, or flower or human body.

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December, 1859.

THE
MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. O. HOSFORD, EDITOR FOR JUNE. No. VI.

THOROUGH ELEMENTARY TRAINING.

BY THE EDITOR.

THE necessity of having our attention often called to important topics, although they may be familiar to all, and although they may have been repeatedly discussed, and that, too, thoroughly, is the only apology for referring to a subject so trite, and the importance of which is so universally admitted as the one before us.

This admission, however, is more theoretical than practical. For after all that has been said and written upon the importance of elementary training, and notwithstanding everybody says there can be no such thing as making scholars without it, yet in fact, there is but little of it done.

It is not necessary to stop and gather facts to present as proof of such an assertion. Every day bears its testimony that the statement is true. How few GOOD READERS can be found among our public men. The great majority can speak the words readily as their eye falls upon them, and they will so read that those who listen can usually catch the idea, yet, no one would think of calling them GOOD READERS. Their voices have never been cultivated and developed. They have never given attention

No. 78—2M.

to the thorough training of the various organs of speech, until every muscle has been brought completely under the control of the will, so that their articulation is so perfect that every consonant is heard, full or suppressed, as circumstances demand.

There is no music to be compared to the utterances of the human voice either in speech or song. Many lose the advantage which they would derive from this great source of power, from a lack of thorough training when they "learned to read"? It is true that reading is an art which requires long practice to render one even comparatively perfect, yet in a nation of readers, this practice would be secured if the early training was so thorough as to create a taste for GOOD READING, and to give the true ideal of a good reader.

Again, how few GOOD SPELLERS we have among those in public life. How many men are often greatly embarrassed because they are such miserable spellers. They are ashamed to attempt to write any thing which others are to see, lest they expose their "great weakness." This is true if they are at all sensitive. Some have so little sensibility that it would be difficult to embarrass them with any exposure of a want of knowledge in these matters, but in such cases the nervous system of the printer is often terribly wrought upon.

"A mere smattering of Grammar." This just expresses the real knowledge which many acquire of English Grammar. To hurry through is the great effort, so that one can have it to say "I have been through my Grammar," having no ambition to be able to say "I have mastered my Grammar." The same is true of Arithmetic and Geography.

To tarry and drill upon notation and numeration can not be endured. Hence these parts are hastily passed

over, and so of the other fundamental rules. Many go through the Arithmetic who are compelled when multiplying by 7, 8, 9, or 12, to turn back to the table, and a much larger number who think they have "finished up" the Arithmetic, find themselves utterly unable to write down numbers, expressed by billions or trillions, especially if ciphers should occur frequently in different orders. There is, in a paper before me, a scrap so exactly in point, that it may with great propriety be inserted.

"At the distribution of certificates to the successful candidates at the late Oxford Local Examination, at Exeter, at few days ago, the Right Hon. Sir I. COLERIDGE delivered an address, in which he said: 'I would press the importance of that which the University of Oxford adhered to, to the great disappointment of many persons, namely the sticking to the elements and saying that nothing shall supersede accuracy in the lower and rudimental parts of education. An examiner had a class before him—the first class in Arithmetic. They were able to answer questions; they had gone through all the higher branches of Arithmetic, and were prepared to answer any thing. But he said, 'I will give you a sum in simple addition.' He accordingly dictated a sum and cautiously interspersed a good many ciphers. Suppose for instance, he said, 'a thousand and forty-nine.' He found there was not one in the class who was able to put down that sum in simple addition. They could not make count of the ciphers. That showed him the boys had been suffered to pass over far too quickly the elementary parts of Arithmetic. The examiner took them in Grammar, and quoted a few lines from Cowper:

'I am monarch of all I survey,
My right there is none to dispute.'

'What governs right?' There was not a boy could say, till it was put to them, 'none to dispute my right.'

Then—

'The beasts that roam over the plain,
My form with indifference see.'

None could tell what governed 'see'; or what 'see' governed after it. These are instances that I think it not useless to mention, for the purpose of drawing the attention of intelligent schoolmasters to the necessity of attending—not merely once in the beginning but going back from time to time—to the elements."

We may congratulate ourselves that our schools are not behind the Oxford school, for I doubt whether we can find many schools in Michigan of any note, not making a thousandth part of the pretension that the above named Oxford school does, in which there can not be found more than one who would without much thought be able to answer the simple questions here proposed. Yet the number who could not, is far too great.

With the majority of our scholars, the first thorough discipline they receive is when they commence the study of Latin and Greek, and the higher Mathematics. And what numbers pass hastily over the elements of these branches, having acquired a habit of loose, superficial study, the great effort being to get through the recitation with tolerable acceptance, never having determined to understand thoroughly the matter in hand.

Many, as they commence these higher studies as they are thought to be, change their course and master what they pass over; yet there is an unfinished past which ever remains imperfect. This imperfection will ever make the man lame. However thoroughly built the superstructure may be, and however beautiful the finish, there remains a great want; the foundation is unsafe, and betrays one continually into great embarrassment.

Two practical questions are presented, First, the cause or causes of this great deficiency, and Second, the remedy.

One of the causes suggested is the failure to appreciate the importance of thorough education, by the young.

Every lesson is a dreaded task, and as a matter of course is passed over as hastily and with as little labor as possible. Another cause, which is an outgrowth of the one just named, is the fact that the child so soon grows weary of any branch of study. He does not wish to be always studying Arithmetic, Geography or Grammar, but

must have something new. The parents, in most instances, sympathize with this whim, often complain that their children are kept back when they wish to go on; they have been so long going over and over the same old story that they have become tired of it, and long for something new. They have no doubt but their children would do better to go on in their course and take up some new studies. Thus the old books are dropped and new ones substituted which will be new for a few days or weeks perhaps, when they must suffer the fate of their predecessors.

Another cause, and that by no means an insignificant one, is the interrupted course of study pursued. This hindrance is especially felt in our district schools. Only a small part of the year is devoted to study, and that part liable to great interruptions. This, of itself, is a cause sufficient to account for the lack of thoroughness in the elementary studies.

Another cause is the great deficiency of the teachers themselves. It can not be denied that, to a great extent, our common schools especially are under the control of incompetent teachers. Their whole training has been defective. Having had no proper drill themselves, it is not wonderful that they are not prepared to instruct others. Many of these teachers have enjoyed no other advantages than such as are afforded by schools like the one they are managing. It may be that some, more highly favored, have spent one and perhaps two terms at a school of a higher grade, but as for having a thorough training in the elementary branches they have never had it; and, of course, it is not to be expected that they will be able to drill others. Many of those who have enjoyed far greater advantages are but little better prepared to give instruction in the elementary branches

of study because, as has before been stated, there was a radical defect in their early training.

How many graduates of our Colleges are able to give the elementary sounds in the English language? Or the different sounds which the different letters represent? The great defect which is felt here, exists to a considerable extent in other branches of study. A case is suggested, just in point. Not many years since, a graduate from one of our Eastern Colleges, applied for one of our Union schools, which he secured. But when he went before the Board for examination, he was found entirely deficient in the elements of almost every branch of study. When asked to write eleven thousand and eighty-two, he was entirely unable to do it, and other parts of his examination were but little better sustained, and the *abused* man was compelled to return to his N. E. home. So long as this defect in teachers continues to exist, so long will the want of which we speak remain.

Another cause of defective elementary training lies at the door of good and competent teachers. It is a weakness often rather than anything else, but at times smacks not a little of ambition. It is in permitting their pupils to pass from one study to another, before they have mastered the one in which they are engaged; and, indeed, more than this is often true. Pupils are suffered to pass on in a study before they are at all familiar with its introductory chapters.

Now, this is a weakness, so far as it results from yielding to the entreaties of the pupil to be permitted to do so. But more than this, teachers are ambitious to be known as those who possess in an eminent degree the power to crowd forward their pupils rapidly. "Why," said a mother, "we had the most beautiful school last winter we have ever had. Mr. —— was a most excellent

teacher. Mary and James both made such rapid progress. Why, they went through their Arithmetic, Geography and Grammar, then they took Philosophy and Astronomy, and nearly all the term Mary studied French, and James, Latin." This was said to one who had never thought of attempting to urge his pupils through one-half of this amount in the given time. It is not to be wondered at that he began seriously to question his qualifications for the duties of his vocation. He had designed to be faithful with his pupils, and had been gratified with their progress. But this report certainly spoke of powers he had never dreamed of. Soon, however, Mary came in, and intent on discovering the great secret, our teacher commenced questioning her about her school and teacher; his methods of teaching; how he explained this and that. At first, her report corresponded well with her mother's, but when they came to the explanations of the difficult points, there was a good deal of hesitation and of the "not exactly recollecting," not remembering that those points were up, was quite sure that some of them were not. It was not long before the mother cut short farther queries by saying, "You know, sir, that it is now several weeks since the term closed, and I presume, Mary has forgotten those things. You know all do forget some things. Mary must have known all you have asked her, for her teacher was very *thorough*."

Although the short colloquy was brought to a close here, yet the teacher had received a full explanation of the practice of his worthy cotemporary.

This course was not pursued, because it met the teacher's idea of the best way to conduct his school, for he was a man of fine education and had the true idea of what was required to make good scholars.

The trouble was, he had not the power to withstand

the importunities of both, parents and children; that they might study more books and go on faster. And it can not be denied, that he possessed not a little of that vain ambition to have it said, that his pupils progressed more rapidly than those of any other school.

We have doubtless pursued this far enough to see that there is no lack of causes for the great defect of which we speak. Indeed, the wonder is, that the evil is no greater than it is.

The question now arises, what is the remedy?

The reply is, to remove the causes.

The first thing to be accomplished, is to get both parents and children to realize the fact, that it takes much time and patient toil to acquire an education. They must be led to see that nothing valuable in study, is accomplished, until this book in hand, is fully mastered. That there is no advantage gained by dropping a half-finished task, for something new, but that there is a most evident loss. I know that some hold, that after a child has become wearied in studying some particular branch for a time, and as they express it, is "sick of it," that it is better to change for something new. Is not the reason why they grow weary of the study, the very reason why they should continue it? They are tired, because they do not understand the subject, and they should never be suffered to drop the study until they have mastered it

Another matter which must be remedied, especially in our district schools, is the irregularity in the scholars' attendance. Every one who knows any thing about our common schools, knows that there is none too much time devoted to school during the year; then to have this time broken in upon, as it is so frequently, is destructive to any thing like thorough scholarship.

The next thing is for teachers to be properly prepared for their work. Let them be firm to maintain what they know to be the right method in teaching, and it will not be long before we shall see an entirely different class of students from those we now have.

What has been written has been confined principally to our common schools, as they are the sources of elementary training.

We can not expect that our teachers will become *thoroughly* fitted for their work until the business of teaching becomes a profession. Great advances have been made in the last few years. Our teachers now are much better than the majority of those who acted as instructors ten years since. The influence of our Normal School is felt throughout the State, so is that of our Colleges and Seminaries.

Yet, there are but few who enter our schools as instructors who think of making the business of teaching, a *life work.* Some remain in school a few years, until they have accumulated a few hundred dollars, and then go to their farms or some other occupation. They are too easily discouraged. They find the routine of school duties wearisome; they fail to receive that sympathy from their employers which they expected, and had reason to hope for. They are compelled to change their places frequently, and they soon come to feel that their labors are of little value, and hence engage in less responsible occupations. Much might be said in regard to this frequent change of teachers; its pernicious effect upon our schools, as well as the discouraging influence upon teachers; but this article is already too long, and this important topic must be omitted.

Teachers, let me say, do a thorough work so far as you go, and that will be lasting.

THE BATTLE OF TOURS.

By Everhard.

TOURS is a small town in central France. On a plain near by, in Anno Domini 732, was fought one of the great decisive battles of history; battles, the record of which is less preserved in the annals of literature, though engraven upon the pillars of civilization. The combatants in this engagement were the Franks under their youthful King, Charles Martel, and the Saracens, led by Abderahmen. The fight raged seven long days, and ended in the entire discomfiture of the Arabian host, and their ultimate expulsion from the soil of France.

It may not be a profitless task to trace briefly some of the consequences of this victory, and conjecture the probable results of a counter issue.

The 8th century from Christ, found the Roman Empire of *the West* broken up and dissolved. The throne of the Cæsars, long tottering and crumbling, had at last yielded to barbaric attacks and fallen in ruin. The last Augustus had wielded her iron scepter over the nations. Wave after wave of Northern Vandalism had swept over her territories, each billow blotting out the devastated track of its predecessors, until her provinces became the spoil of Hun and Frank, and the Goth ruled Italy from the Vatican.

While this dark flood of devastation was pouring down from the North, a no less destructive tide of barbarism threatened to sweep over the Empire from the South. Scarcely had the Northern conquerors of Rome established themselves in their new possessions, scarcely had they cast off the superstition of Woden and Thor and accepted a nominal Christianity, and, under the molli-

fying influences of this new religion, of the delightful climate of Southern Europe and the fragments of Latin civilization surviving, amid the general wreck, become tamed and somewhat civilized, when an irruption of Saracens burst upon the provinces East and West, menacing general ruin.

Urged on by fanatical zeal for the Koran, inflamed by visions of a sensual paradise should they fall in battle, and, more than all, by the expectation of sating their lusts in the sack and pillage of Christian cities, the Saracens went on from conquering to conquest, like hosts of destroying angels, till they believed they had the world at their feet. Already, all Asia and Africa had succumbed to this rising power. The Moors were masters of Spain and half of France. The followers of the false prophet had but to succeed in three points more, at Constantinople, at Rome, and in Northern France, and the Koran would sway the world. And success seemed certain in all these places; for the walls of ancient Byzantium trembled before the shock of the Moslem assault, and Rome, impotent in herself, must fall with the catastrophe of the provinces which flanked her.

Viewed from our stand-point, it would seem that at this crisis no arm but that of Omnipotence could break the power of the victorious Infidel. All Europe was endangered and, "speaking after the manner of men," the Cross itself was imperilled. Christianity, so lately born among men and so vigorous in her youth, appeared ready to yield to the sword of her remorseless rival.

But here, as ever, man's extremity was God's opportunity. Jehovah interposed, in the persons of Charles Martel and his Frankish followers, for the safety of his Church and Western civilization. The Arab quailed

before the Frank, the crescent went down beneath the uplifted Cross.

It has been said that every important battle fought is a conflict not so much of steel, as principle; that when two armies are brought up face to face in dread array, they personify antagonistic principles in politics, in civilization and religion.

In no conflict since the world had a history, has the antagonism of opposing principles been more sharply drawn than on the plain of Tours, and nowhere has the triumph of rival been more important or decisive. Here were marshalled the forces that represented European institutions and civilization, both of the past and also of the prophetic future. European thought, and European religion; while, in opposition, were arranged the champions of Asiatic thought, Asiatic civilization and religion, and the conflict that ensued was a death struggle for the world's empire between these hostile forces.

As the historian gazes back upon that fearful struggle, watches the varying tide of success and defeat through that week of carnage, sees the alternate gleam of hope and cloud of doubt that rest over the field, and considers the tremendous interests there stated, he will hold his breath in the anguish of suspense! Had the Franks yielded the contest to their Saracen foes, Europe would have become Asiaticised. European ideas and races would have given place to Asiatic ideas and races, save only as the former might compose the substratum and serfdom of a gigantic Moslem Empire. Instead of the great Germanic races who at present hold Europe and thence sway the scepter of the civilized world, the descendants of Saracen and Moor would now dwell in her plains and fill her valleys, occupying her thrones, her marts of trade, her seats of science.

Instead of the civilization now prevailing, expansive, inspiring and progressive, the world would now be oppressed by the incubus of a decaying and *effete* civilization, like that of Mohammedan Turkey, every day hastening to barbarism.

With success to Moslem arms at Tours, the effeminate Turk and indolent Arab might now smoke their pipes in sleepy repose, or drawl their Allahs, along the banks of the Seine and the Thames, as they do beside the Nile and Bosphorous. London would then be the Constantinople of the West, and Paris a second Bagdad; St. Peter's at Rome, another St. Omar's and St. Paul's, St. Saphira's. And the religion of Europe and America—*were* there an America—would be the faith of Mohammed rather than the religion of Jesus—the world's Bible the Koran—European vigor of thought and freedom, her enterprise, her learning, her progress, the moral and intellectual stagnation of Islamism.

THE POETRY OF WATER.

By Miss M. J. Andrews, Olivet.

THE Ancients represented the Goddess of Beauty as rising from the sea. From no other source could she obtain the delicate tinting of her cheek, or the ruby of her lip; no where else, the liquid lustre of her eye, or the transparency of her skin; only in the home of the pliant sea-weed could such long, glossy hair be found, and nothing more stable could have imparted to her such gliding graceful motions. Beauty is Queen of the waters. If she wishes for beauteous sights, she stretches forth her sceptre, and from every mountain-staff, float thousands of

misty banners, woven from the water-drops; not tri-colored, but displaying a new tint in every fold the breeze reveals; not striped, but with each hue changing and mingling into another at every glance; only starred by the nestling places of the sunbeams; or from being closely folded on the edge of the western sea, they are slowly unfurled and spread in one broad, smooth sheet over the sky.

With one touch from Beauty's wand, the whole fabric is dissolved and down come the glistening drops. Surely, the glance of the Goddess herself could not be brighter. At first, that the waiting earth may learn to bear their sweetness, one by one, with musical patter, they come; then, when she calls with open mouth, for more, in laughing, frolicking groups they hasten to greet her; sometimes with loud and boisterous glee, and others, with low and gentle murmur.

Look up at one moment, and millions of little globules, with each a star in its centre, are descending; again, and large solid crystals strike with desolate sound upon the rocks; or, still again, and fairy little images in white, are floating around; touch them, and they are not, but leave them alone, and what wondrous deeds they perform.

Their motto seems to be "Union is Strength," and without sound of spade or axe, or audible cry of leader, they fill up valleys; crush lofty trees, and say to the disdainful locomotive, which itself owes its gigantic power to water, "hitherto shalt thou come, but no farther." Silently they pile themselves in huge masses upon the mountain tops, and drinking the warm draught the sunlight brings, change into icy columns. Glittering peak rises after glittering peak, with unsearchable caves beneath, and broad gleaming plains between, till both eye and imagination are dazzled, and Beauty bows her head, and yields her sceptre to Sublimity.

Rain, hail, snow, ice, are all water.

In the summer morning, we say such tears as these the grass has caught, can be none but Beauty's; in the winter, her breath is upon the windows. With her staff she pierces earth's grey covering, and up bubbles the sparkling spring. She traces a path for its waters, as they go humming over the pebbles; nor does she cease to guide them, when they become a rushing river. That she may exhibit her favorite in all its various moods, she sometimes scoops a channel broad and deep, where the waters quietly rest, or again she narrows its bounds, and jags its shores, and plants great trees upon its borders, for it to undermine, and throws unyielding rocks in its course, to see it fret and foam; or she builds a stair-case down which the waters dance, to the tune they sing, or cleaves a precipice, that over it, they may pour their vast, resistless floods. Here is the grand festival of the water family; the roaring flood, the dancing foam, the feathery spray, the leaping waves, the glistening ice with its trickling drops, and over all, the seven rainbow sisters, linked in one inseparable band, preside. And how jubilant is their chorus. At first you hear only the deep toned solo of the cataract, but soon the ear catches the full rich music of the waves, the cloud's bursting peal, the tinkling of the drops, and the almost whispered notes of the mist:

> "Loud as from numbers without number,
> Sweet as from blest voices uttering joy."

But what shall I say of Ocean? Here Beauty, Mystery, Grandeur and Sublimity, locked in each other's embrace, demand our admiration and awe.

Beauty points to the starry foam, the snowy curls, and graceful motion of the waves, as they nod their "trembling heads," at the beck of their silent guide; to

the blue and placid waters when the wind is hid in his caves; and we say, surely, Ocean is thine, Oh, Beauty!

Mystery says, how do these waters move? how stand still? Whence come they, and whither go? How become they soft as fleecy wool, and how, hard as flinty rock? And we answer, all, Mystery, is thine.

Grandeur shows us the broad expanse, the boundless blue and the unfathomed depths, Sublimity bids us behold the dazzling domes and spires of those iceberg cities of the North, as, in grand procession, they float upon the waters, or with thundering sound, dash together and roll in ruin, causing the mountain waves as they rise in wrath to smite the clouds. She bids us listen to the roar which issues from the deep-dug caves, and we sink upon our knees and worship the God of all.

For thought there must be expression, and save to the few whose inward life is more vivid than the outward, thought must be represented by sensible objects, and certainly no one object furnishes more or more striking illustrations, than water offers in its various forms.

The clouds are not always gay and gorgeous, in sympathy with the light-hearted and happy, but sometimes, with grave, softened look they overspread the sorrowful.

If the poet would paint the effect of some gentle influence upon the soul, it is as summer rain upon the flowers; if of some heartrending catastrophe, nothing but the avalanche would so crush all life and mar all beauty.

If he would portray the intense passion of some deep feeling soul, nothing so soon suggests itself as the depths of *ocean*, and the tempest driven *waves*.

If he would exhibit the slow moving thoughts of one incapable of emotion, the sluggish stream with its dust-sprinkled waters and dull green weeds, present them-

selves; if one whose eye no beauty kindles, whose mind no aspirations elevate, whose soul no love inspires, a dearth is the most appropriate symbol; the earth with its parched surface and dry and crackling foliage, the bed of a stream, when its hard bottom and border of brown grass only serve to point out the place where pure waters should flow with luxuriance and beauty, mirrored beneath their surface. There is a deeper poetry in water than the beauty of the outward, shows. Under shadow or sunshine, by night or day, it is ever tending upward or sweeping onward. As the dew-drop springs to meet the sun, as the river rushes to the ocean, so may we hasten to be lost in our *Infinite*.

THE THREE TOILERS.

By Emily C. Huntington.

Long years a Sculptor wrought,
Slowly to carve upon the senseless stone
The glowing dream within his heart that shone,
Then, proudly smiling, thought,
Long as the heavens endure, a glorious fame
Shall keep the shining memory of my name.

A Poet sang such songs
As thrilled the great world by their magic tone,
And drew the hearts of all men to his own,
Charming the listening throng;
Then, dying, said, "while sun and stars shall shine
All tongues shall sing these deathless lays of mine."

Beside a sleeping child,
In the still twilight of a summer's day,
A mother knelt, with folded hands, to pray,
Saying, in accents mild,

"Ah! loving Christ, how blest my life would be.
Might I but lead my little child to thee."

Ages have passed since then.
The Sculptor's marble is a shapeless thing;
The Poet's songs all lips forget to sing,
And, from the hearts of men,
The mother's name has perished with the rest,
And only daisies grow above her breast.—

Yet, with the saints in light,
The child she prayed for at the cradle's side,
Is singing still, among the glorified,
"*Praise God, both day and night.*"
And so shall sing, a seraph high and pure,
Long as the years of God's right hand endure.

BROOKLYN, CONN., April 21st.

READING.

BY THE EDITOR.

I WAS much interested in the article in the January Number, from our common friend, who has the novel way of remaining incognito by withdrawing under his *Wig*. Although not possessed of a like promoter of a "sound judgment and learning," yet I did, in some unaccountable way fall into the same notions with regard to *reading* and the mode of teaching.

Perhaps the idea was suggested by simply looking at those wood representations of sober faces and powdered wigs, but being possessed of a superabundance of nature's cranial covering, I carelessly left it to grow on, not resorting to the razor. I am now led to deplore my sad mistake. I never before fully realized the economy of the

arrangement, so admirably adapted to relieve the overtaxed and heated brain; to give the excited *bumps* a good airing and then to retire again to the cozy solitudes of the *Wig*. I congratulate our friend in the good sense he exhibited, in so early donning the great "promoter."

I wish to say a word on the subject of reading, for two reasons. One, that I may express my full approval of the views of our friend "Wig." And the other is, to lead others to give their ideas upon this subject; more particularly as it regards the *mode* of imparting instruction in the art of reading.

All are agreed that there is no accomplishment more desirable than to become a good reader.

To read indistinctly, to clip the words, to crowd syllables together, to give indistinct utterance to the consonants, if any utterance at all, hesitating, &c., are evils which, if they do not prevent all interest in the article read, yet greatly detract from that interest and entirely destroy every vestige of beauty it may possess. We all like to hear good readers. The great practical question with us as teachers, is, what is the true method of giving instruction in reading, and how shall we the most surely make good readers of our pupils?

The mode of instruction given should be the same as that adopted by successful teachers in vocal music. My own plan has been somewhat different from the one pursued by our friend Wig. If I understand him, he first drills his pupils individually until each shall be able to read the passage correctly, and then to read the same in concert. The reverse has been the practice with us. The drilling is done in concert, and as we think with the most happy results. In no other way have classes been brought to give the right emphasis, and inflection and those modifications of voice as it regards strength and lightness so as

to bring out the full sentiment designed to be uttered. Indeed, in no other way have we succeeded so rapidly in breaking up bad habits of inflection and faulty articulation. There are those who seem not to be able to give the right inflection many times, when they read alone. If the sentence requires the falling, they are sure to give the rising, and so of the opposite inflection. Let such a one be in a class, and his voice is controlled by the others, and he is as it were compelled to give the right inflection. Having thoroughly drilled a class in this way, then they are prepared to read individually. This is just the course the teacher in Singing pursues. It is as necessary that the teacher should be a good reader, as that a teacher of music should be a good singer. It is not sufficient that he should simply direct how a passage should be read, by saying that such a word was the emphatic word of the sentence.

One must have the rising inflection, another the falling, &c. All this is dry talk. But the teacher must be able to read the sentence as it should be read; the pupils will then understand any directions given, and will easily be led to imitate the various inflections.

No one can read well, without understanding fully the idea expressed by the sentences read, hence the first thing for a teacher to know is whether the class understand the sentiment of the given exercise.

By inquiry it will often be found, that many, and perhaps all, have but a very imperfect idea of what they are reading; they can not, of course, express an idea of which they have no notion. Let the meaning, then, be fully explained before you enter upon a thorough drill, in reading the passage, for a drill it must be, if your pupils ever make good readers, The same exercise must be read and re-read, again and again, as attentively and earnestly as

you would sing a tune. If the article read is difficult, it requires the more labor as is true of a difficult piece of music.

Clear and distinct articulation is the basis of good reading. To secure this, there must be continued exercise in the elementary sounds. A distinct and full utterance of a combination of sounds can not be secured without first being able to utter them separately. In the exercise on elementary sounds all the muscles are brought into use, which are required in reading, and a full command of them is secured, the same as in the exercise of other muscles.

This complete control once obtained, more than one-half of the battle is fought. This can be done only by protracted and vigorous effort.

Like all other school duties, there must be life infused into the exercise in reading; there must be elasticity and bouyancy of mind, if your labors are to be crowned with success. The good secured fully compensates for all the toil and effort, so that when the work is done no one will regret having made the requisite exertion.

SCHOOL INSPECTION.

By the Inspector.

IF there be any one thing needed more than any other, to give efficiency to our school system, it is a vigorous and intelligent inspection of the schools.

At present, the law requires the town board of school inspectors to appoint one of their number to inspect all the schools in town, at least once in each term. As a general thing those who are designated for this purpose, are sadly remiss in their duty. During the visit of an

inspection recently, the teacher remarked to his school, that he had taught five terms in the State, and had never had but one official visit before. This it is to be feared is no unusual thing.

That a school inspector may discharge his duty most beneficially to the schools, he ought to be thoroughly acquainted with the studies pursued in them, and not only so, he ought to be well acquainted with the different text books used in them, that he may not be confused if a pupil gives a correct rule or answer which is different from the one formerly in use.

He ought also to be thoroughly versed in the modern and best modes of teaching, managing and governing schools. In one sense he is to be a teacher of teachers, one whom they shall deem a friend capable of advising and counseling them on all these points.

Without doubt, one reason why inspectors are so remiss in duty, is because they are conscious of their inability to do it as it ought to be done. Again, if these qualifications are important, we find there are very many towns in the State, which have no man in them well qualified for the office.

Before, then, our schools are properly inspected, it will be necessary to employ a man who shall make this his whole business, who will thoroughly post himself up in everything pertaining to the management of the schools, and devote his whole time to their improvement. It is to be hoped that before long the Legislature will so amend the school law as to have county superintendents who shall perform these duties instead of having them done by township inspectors. There are few counties in the State that have not at least one man, who could easily qualify himself for the work, and do it well.

Until we have county superintendents we must make the best of the system of inspection which we have.

Every school ought to be inspected at least twice during each term, a half day spent each time will answer the purposes very well, although the law will doubtless allow an inspector to collect pay for two whole days' service in inspecting every school each term. But a half day at the commencement of each term, and another half day near the close of it, will ordinarily answer every purpose.

If an inspector visits the school but once during the term, and makes his visit early in the term, teacher and pupils feel that the visit is over and that they have nothing more to fear or hope from that source; consequently things go loosely in school during the remainder of the term. Again, if the school is inspected but once, and that near the close of the term, it is too late for the teacher or pupils to profit much during the remainder of the term by any advice given, and before another term the whole is forgotten. Hence, it is important that the schools be inspected twice each term. Once near the beginning to make suggestions, and again near the close, to see what progress has been made. In this way the schools will be stimulated to the utmost to give a good account of themselves at the close.

If a school is notified before hand of the visit of the inspector, on that day the house will of course be neatly swept, the children a little more neatly clad, and the lessons a little better learned than usual, but under these circumstances the inspector does not by any means obtain a correct impression of the real condition of the school. It is better then that the school should have no intimation of his visit until his rap is heard on the door. Then if teacher or pupils are carelessly dressed, or the school room is in disorder, or the lessons imperfectly learned, a deep and lasting impression is made

upon the school and they resolve hereafter to have things "in trim" every day, so as to be ready to receive company at any time.

In conclusion, we would add, let no inspector neglect to visit the schools in his town because he has not all the qualifications desirable. *Visit them without fail twice each term*, spending a half day at each visit. An expression of interest in the welfare of the school, and of commendation for whatever is praiseworthy in it will do much to encourage both teacher and scholars. If there is any feature of the school that is decidedly bad, a friendly suggestion to the teacher after the pupils have left, will almost always be kindly received.

Do not ridicule the blackboard or any such simple apparatus as the teacher may have obtained for the school, and do not condemn any measures which the teacher has adopted, simply because those measures are new to you.

Let the schools then be regularly inspected twice each term and the good results of it will be speedily apparent to all.

CAUTION IN REGARD TO PEDDLED BOOKS.

"A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."—*Milton.*

"Books are men of higher stature,
And the only men that speak aloud for future times to hear."—*Mrs. Browning.*

Yes, *good* books are worthy of this high praise. But good or bad, books and newspapers are now playing a most important part in popular education,—hardly second to that of the living teacher, whether in the pulpit or in the school-room. Their character and influence must not be left out of account, unless we can be content to see our efforts as teachers paralyzed and the public taste debased, or be willing to neglect a co-operative agency of greatest power.

The subject is one of no little difficulty, and we can only throw out a few hints that may possibly prove suggestive to other minds.

Our people are fond of books. Few families are so poor that they can not point you to a parlor table or cupboard filled with them. But what are they? We will venture to say that in three-fourths of these little libraries, at least one-half of the books have been purchased of itinerant book-peddlers, or subscription agents, and are either the unsaleable refuse of the cities, or compends of history, travels, third-rate novels, got up by some "enterprising house," especially for the popular market in showy covers and with abominable wood-cuts. Not a small part of these are the lives of highwaymen, pirates, records of bold and wicked adventure. Every minister in the habit of visiting his people, and every school-master that has "boarded round," can verify the truth of this statement. The evil prevails most in the country, where the people feel more dependent on these strolling agents, and do not, as in the large villages, how few families, can show sterling or standard works in their collections? How few really good works, which issue month after month from the English and American press, are to be found, in comparison with works of little or no value, either to elevate the taste, inform the mind, or purify the heart? Thousands of dollars, rather, tens of thousands, are annually drained from the State by unprincipled book-sellers in the large cities, for their worthless publications. It is not too much to say that the amount thus drawn from the State for second rate, worthless, and bad books—including such papers as the *New York Ledger* and *Mercury*, which even the genius of Everett and Bayard Taylor can not make respectable, and all the insipid love-story weeklies from Boston, New York and Philadelphia; including also many of our "fashionable" monthlies and our highly seasoned "yellow covered' religious" literature of all sorts and sizes, however recommended by men and Journals of whom we have a right to expect better things, the money, we say, thus drawn from the country during the last ten years, would have supplied every town with a school library of a choice collection of standard English and American authors.

Who can estimate the value of such libraries to our youth, to the character of our young men and young women, to society generally, in promoting solid attainments, sound views on all the great questions of life, in elevating the taste of the community and furthering the efforts of our public teachers?

What are we to do? Let all teachers and friends of education by word and example, at all fit times and places, at the fire-side, at town and country associations, and through the pen, resist this enemy that is coming in upon us like a flood, instruct the people on this evil, and so create a healthful sentiment. Let all parents look to the books and papers their children and *themselves* are reading, bravely purge their tables and book-shelves, and get a little honest light and heat by a bonfire of their otherwise worthless or bad books. And then buy only good books and take only good papers. If unable to trust your own judgment, consult not with the paid advertisements of the newspapers, but with some one upon whom you can rely. Never deal with irresponsible book-agents or peddlers.

And when you have got a good book, *read* it, and make your friends and neighbors read it. By-and-by it will not be the less valuable to you for its soiled and well-thumbed pages.—*Vermont School Journal.*

THE SILENT ACADEMY, OR THE EMBLEMS.

Translated from the French.

THERE was at Amadau, a celebrated Academy, the first statute of which was conched in these words. "The Academicians shall think much, write little, and spead only the last possible." This was called the Silent Academy; and there was not in Persia a truly wise man, who had not the ambition of being admitted there.

Doctor Zeb, another of an excellent little work, entitled "Le Baillou," or "The Gag," learned, at a remote part of his

province, that there was a vacant place in the Silent Academy. He immediately set out. He reached Amadau, and, presenting himself at the door of the hall where the Academicans were aseembled, he requested the door-keeper to deliver a note to the President. Dr. Zeb humbly asked the vacant place. The door-keeper immediately executed hit commission, but the Dr. and his note arrived too late. The place was already filled.

The Academy was desolate at this disappointment. They had received, a little in spite of themselves, a person of good mind, and whose lively and flippant eloquence, had gained the admiration of the Court, and now saw themselves compelled to refuse Dr. Zeb, the scourge of boasters—a head so well formed, so well furnished. The President being appointed to announce to the Doctor the unpleasant news, could scarcely bring himself to the point, and knew not how to introduce the subject. After having considered the matter a little, he caused a large cup to be filled with water, but so full that one drop more would make it overflow. Then he gave the signal to introduce the candidate. He approached with that simple and modest air that almost always accompanies true merit.

The President arose, and without uttering a single word, with a look of grief, he pointed to the emblematic cup, that cup so exactly full.

The Doctor comprehended the rest,—that there was no place for him in the Acacemy.

But without losing courage he considered how he might make them understand that supernumeracy academician would not at least derange them. He saw at his feet a rose leaf. He picked it up and placed it delicately upon the surface of the water, and did it so nicely that not a single drop of the water escaped. At this ingenious reply, they all clapped their hands, and left their rules to sleep for that one day, and Dr. Zeb was received by acclamation.

They immediate presented him the register, wherein those received should inscribe their names. He did so therefore, and there remained nothing more to be done, except to give, according to custom, an expression of his gratitude.

But like an Academician, truly silent, Dr. Zeb returned his thanks without saying one word. He wrote upon the margin the number 100. It was the number of his new associates. Then

[illegible]

[illegible]

ORIGIN OF THE NAME "SUCKERS."

In 1829—[illegible] hundreds and thousands of persons from Illinois and Missouri went to the Galena country to work the lead mines. It was estimated that the number of miners in the mining country in 1829, was six or seven thousand. The Illinoians ran up the Mississippi river in steam boats in the spring season, worked the lead mines during warm weather, and then run down the river again to their homes, in the fall season: that establishing a similitude as was supposed, between their immigrating habits and those of the fishy tribe, called Suckers. This name was given them by the Missourians at the Galena mines. The Illinoians retaliated and called the Missourians *Pukes*, because it had been observed that the lower lead mines in Missouri had sent up to the Galena country whole hoards of uncouth ruffians, from which it was inferred that Missouri had taken a "puke" and vomitted forth to the upper lead mines all her worst population.

Another account of the origin of the name "Suckers," is, it is said that the south part of the State was originally settled by the poorer class of people from the slave States, where the tobacco plant was extensively cultivated. They were such as were not able to own slaves in slave States, and came to Illinois to get away from the imperious domination of their wealthy neighbors. The tobacco plant has many sprouts from the roots and main stem who, if not stripped off, suck up its nutriment and destroy the staple. These sprouts are called "Suckers," and are as carefully stripped off and thrown away as is the tobacco worm itself. These poor emigrants from the slave States were jeeringly

called "Suckers"; because they were asserted to be a burthen upon the people of wealth; and when they removed to Illinois, they were supposed to have stripped themselves off from the parent stem, and gone away to perish like the "sucker" of the tobacco plant. [*History of Illinois.*

DEPARTMENT OF PUBLIC INSTRUCTION.

Answers to Questions from School Officers and others.

Question 6. "For several years, all the fines collected for Penal offenses have been appropriated by the Supervisors of the County to other objects than School libraries. Is this legal?

Answer. Certainly not. The Constitution expressly provides (Art. 13, Sec. 12) that "all fines assessed and collected in the several counties and townships for any breach of the penal laws, shall be exclusively applied to the support of such libraries." In accordance with this provision the School laws (section 116) ordain that "The clear proceeds of all fines for any breach of the penal laws of this State, and for penalties, or upon any recognizances in criminal proceedings, and all equivalents for exemption from military duty, when collected in any county and paid into the county Treasury,—shall be apportioned by the County Treasurers, between the first and tenth days of April in each year, among the several townships in the county, &c., which money shall be applied for the purchase of books for the township library, and for no other purpose. The permission given by the law of '59, to the townships, to divide their township libraries into district libraries, carried with it, of course, the right to use the fine moneys to support the district libraries.

It is clear that both the Constitution and the statute require proceeds of fines to be applied to the support of the school libraries. The law goes a step farther than the Constitution, and devotes the proceeds of forfeited recognizances to the libraries. The law for the suppression of the sale of in-

toxicating drinks makes an exception of the moneys forfeited on recognizances or bonds under that law, devoting such moneys to the support of the poor, but directs that all other fines and forfeitures under the act shall be applied according to the Constitution (See Compiled Laws, Section 1675). No fines or penalties for the violation of this or any other of the penal laws can be legally diverted from the libraries, and any officer misapplying such moneys is liable to prosecution for misdemeanor.

Question 7. Has a District Board the right to make and enforce rules to suspend from school any pupil who shall continue to be frequently tardy after having been suitably admonished for this fault, or to suspend from school a pupil who has been absent without satisfactory excuse six half days in four consecutive weeks.

Answer. The law gives to the District Board, and especially in Union school districts (Sec. 163, School Laws 1859) to make and enforce suitable by-laws and regulations for the government and management of the school. This authority of the Board to make regulations for the schools has always been conceded both by the courts and by citizens, and is frequently exercised in the establishment of rules similar to those stated in the question. Tardiness and absenteeism are evils of so great a magnitude and of so hurtful a character, that stringent rules are needed for their suppression. The right of the people to the use of the schools is a sacred and important right, and should be carefully guarded against any unnecessary abridgement; but no citizen can claim the privilege of such an irregular exercise of that right as shall seriously impair the value of the school for others.

Apportionment of School moneys for 1860.

The amount of Primary School moneys, apportioned by the Superintendent of Public Instruction, for the year ending April 30th, 1860, is $108,723.30. The number of children on which this apportionment was made, was 236,355, and amount per scholar is 46 cents. At the time of making this apportionment (May 24th), several thousand dollars remain in the hands of county treasurers, received probably too late, to be forwarded

in time for the annual distribution. In addition to the above amount, $100.32 have been apportioned to four districts on corrections made in the reports of last year. The number of children shows only those residing in districts which maintained schools for three months the past year.

The following table exhibits the amounts apportioned to the several counties.

Counties.	No. of Children.	Amount.	Counties.	No. of Children.	Amount.
Allegan	4,826	$2,219 96	Livingston	6,150	$2,829 00
Alpena	42	19 32	Mackinaw	562	258 52
Barry	4,744	2,182 24	Macomb	8,277	3,807 42
Bay	685	315 10	Manistee	109	50 14
Berrien	7,291	3,353 86	Manitou	194	89 24
Branch	6,992	3,616 32	Marquette	387	178 02
Calhoun	9,610	4,420 60	Mecosta	75	34 50
Cass	5,985	2,730 10	Midland	238	109 48
Cheboygan	118	54 28	Monroe	7,815	3,594 90
Chippewa	446	205 16	Montcalm	1,108	509 68
Clinton	4,761	2,190 06	Muskegon	722	332 12
Eaton	5,839	2,685 94	Newaygo	721	331 66
Genesee	7,558	3,476 68	Oakland	13,132	6,040 72
Grand Traverse	539	247 94	Oceana	131	60 26
Gratiot	1,174	540 04	Ontonagon	716	329 36
Hillsdale	8,941	4,112 86	Ottawa	3,623	1,666 58
Houghton	865	397 90	Saginaw	3,227	1,482 42
Huron	274	126 04	Sanilac	2,104	967 84
Ingham	6,179	2,842 34	Shiawassee	4,462	2,052 52
Ionia	6,019	2,768 74	St. Clair	8,731	4,016 26
Isabella	60	27 60	St. Joseph	7,082	3,257 72
Jackson	8,475	3,898 50	Tuscola	1,313	603 98
Kalamazoo	7,450	3,427 00	Van Buren	4,989	2,294 94
Kent	9,592	4,412 32	Washtenaw	11,379	5,234 34
Lapeer	4,831	2,222 26	Wayne	22,974	10,568 04
Lenawee	12,888	5,928 48			
			Total	236,355	$108,723 30

Annual Report.

Boxes containing copies of the Annual Report of the Superintendent for the District and Township School Officers, have been forwarded to the County Clerks. Township Clerks should apply for and receive th ose belonging to their townships respectively.

School Library Books.

The books ordered by the districts, under the new library law, have been forwarded according to directions. Some unavoidable delay was experienced in filling these first orders under the law, but the Contractors give strong assurances that hereafter the books will be promptly forwarded within the times mentioned in the library circular.

School Officers will take notice that the next period, during which they may order books under the State contract, extends *from the 1st of July to the 15th of August.*

In accordance with the wish of several Districts, the Board of Education will add a number of desirable books to the list selected. The additional list with the prices of the several books will be given in the next number of the Journal.

Copies of the library Circular, containing the full list of books with prices annexed and instructions for those wishing to order books, will be sent to any school officer applying therefor to the Superintendent at Lansing. Those whose lists are mislaid or lost will be furnished with new lists on application.

The Catalogues of the Spring Institutes have been a little delayed in their publication by the press of official duties. They will be issued now in a few days and sent to those ordering them.

NEWS AND NOTICES.

Hon. Charles Noble, of Monroe, has been appointed visitor to the University, in place of Hon. J. R. Williams, who has declined the appointment.

Rev. S. C. Cochran, of Ann Arbor, Rev. W. A. McCorkle, of Marshall, and Dr. R. C. Kedzie, of Vermontville, have been appointed by the Superintendent of Public Instruction as visitors to Olivet College. These gentlemen had also been appointed by the Trustees.

The papers state that the Union School house at Dowagiac has been destroyed by fire. It was nearly new and cost about $6000. The

citizens of that flourishing village will not long suffer its place to remain vacant.

During the State Teachers' Institute, at Marshall, a county Teachers' Association was organized.

A county Association was also formed by the Teachers of Barry County, during the Institute at Hastings. A second meeting was appointed to be held the second Saturday in May.

The Semi-Annual festival of the "Mayhew Common School Association," was held at Grandville the 25th of February. Another meeting was to be held March 17th. The exercises of the Festival were as follows: A. M. Session—10 to 11.15, Address on "*Reading*" by Prof. E. A. Strong of Grand Rapids; 11.15 to M.—short addresses, interspersed with vocal music by the different schools. Recess of one hour for refreshments (each scholar took his basket of dinner, the same as he did every day to school). P. M. Session—Exercises by seven different schools in reading, spelling and defining, arithmetic, grammar, geography, and science of government. Twenty minutes were allowed to each school, which, with the time occupied in singing, brought us to 4 o'clock, P. M.

The Congregational Church at this was filled, and the majority were scholars from our common schools.

[The above "Notices" were in type for the May Number, but were crowded out.]—Ed.

The Annual Commencement of the State University will occur the 27th of June.

The Commencement of Kalamazoo College will take place the 13th of June.

The Commencement at Albion Female College occurs also the 13th of June.

The *National Teachers' Association* will hold its Third Annual Meeting, in Buffalo, the second Wednesday in August.

The Annual Meeting of the Michigan State Teachers' Association will be held either at Ypsilanti or Kalamazoo. The constitutional time is the 3d Tuesday of August. Active preparations are in progress to secure a large meeting and make it profitable.

Hon. Thos. H. Burrowes, for several years the editor of the Pennsylvania School Journal, has been appointed State Superintendent of Public Instruction for that State. He formerly filled this office with general approbation.

The first commencement of Adrian College will take place June 12. The corner stone of the chapel is to be laid that day.

The annual commencement of the Young Ladies' Seminary Monroe, will occur June 28. Rev. Wm. Hogarth, Edwin Willetts, Esq. and A. M. Kellogg, Esq., have been appointed State Visitors to this I

We have not learned the precise time of the Commencements of Hillsdale and Olivet Colleges, though we believe they occur several weeks later than those above named.

The Commencement of the Michigan Female College at Lansing will be held June 29th.

EDITORIAL MISCELLANY.

The following article would have received earlier attention but for want of space. If the writer will look again at the recommendation of the Superintendent, he will find that Well's Familiar Science was recommended for the use of teachers instead of pupils. But it was not to be expected that the Superintendent should go over every book on his list and weigh carefully every sentence and statement. If the general arrangement and execution of the work met his approbation and its general reputation for correctness and soundness was good, he was authorized to put it upon his list. We have no time now to compare Mr. Sherterly's extracts with the text of the book, nor to sit as umpire between him and Mr. Wells. We therefore turn his criticism over to our readers.

Mr. Editor,—The Superintendent of Public Instruction recommends to be studied in our schools—Wells' Familiar Science and Natural Philosophy. Now it seems to me we ought not to place in the hands of our youth as text-books, works that contain such egregious errors as abound in the "Familiar Science." The Philosophy I have not seen; but as they are stereotyped in that it is likely they have been introduced into this.

On page 20 Mr. Wells says:—"If the earth attracts a body with a certain force at the distance of *one mile*, it will attract it with *four times the force at half a mile, nine times the force at one-third of a mile*, and so on in like proportion. On the contrary, it will attract with but *one-fourth the force at two miles, one-ninth of the force at three miles, one-sixteenth of the force at four miles* and so on as the distance increases." Again, page 25, he says:—"A ball of iron weighing one thousand pounds at the level of the sea, would be perceived to have lost two pounds of its weight if taken to the top of a mountain four miles high, a spring balance being used."

Now it is obvious if the rule on page 20 were true, the ball carried on the mountain would lose fifteen-sixteenth, or 937½ pounds, instead of *two*, as he says.

The fact is, the unit of attraction bears no relation to either English, German, or Geographical miles. The Creator was not governed by the arbitrary measures of his creatures; but by measurements that partake of his own wisdom and boundless power; and we have the following universal rule:—

THE UNIT OF THE GEOMETRICAL INCREASE OR DECREASE OF ATTRACTION, IS THE SEMI-DIAMETER OF THE ATTRACTING BODY; AND THE FORCE OF ATTRACTION DECREASES IN GEOMETRICAL RATIO, INVERSELY, AS THE DISTANCE, MEASURED IN SEMI-DIAMETERS OF THE ATTRACTING BODY, INCREASES IN ARITHMETICAL RATIO. For example:—

The most laborious and accurate measurements of arcs on the earth's surface, made the Equatorial semi-diameter 3962·4366, and the Polar 3949·317 miles. But for convenience of calculation, assume the mean

semi-diameter 4000 miles. Now, if a body weighing thirty-six pounds, at the level of the sea, were removed at the distance of four thousrnd miles above that level, it would weigh only nine pounds; at the distance of eight thousand miles, it would weigh four pounds; at twelve thousand miles, it would weigh two pounds and a quarter, &c. N. B. It will be observed that when the body is one semi-diameter above the earth's surface, it is two semi-diameters from her centre; and the square of two is four, &c.

On the other hand, if a straight hole were bored through the earth's center, from surface to surface, any body placed at the center would manifestly weigh nothing, and consequently would remain at rest; because it would be surrounded with equal quantities of matter on every side, and would therefore be attracted with equal force in every direction; and generally:—

Below the earth's surface, or that of any other body, the force of gravitation decreases from the surface towards the center, in direct proportion to the distance from the center, estimated in semi-diameters. Thus,—At one-fourth of a semi-diameter from the earth's center, a body weighing thirty-six pounds at the surface, would weigh only nine pounds; at one-third, twelve pounds; at one-half, eighteen pounds; at two-thirds, twenty-seven pounds, &c.

Page 76 Mr. Wells treats of the pressure the atmosphere; and, with regard to the diving bell, says:—"The pressure thus caused is sometimes sufficient to *rupture* the membrane of the tympanum, and procure incurable deafness.

Now, every Anatomist knows that there is an open passage from the mouth to that membrane, called the Eustachean tube; and of this fact Mr. Wells can convince himself by shutting his mouth and nose, and blowing air forcibly from his lungs, when he will feel a pressure against the inside of the "drum of the ear," by the air trying to pass out through the meatus auditoreus. Consequently the air condensed in the diving bell, has equal access into the ear on both sides of the drum; and the pressure of the air against it, on the inside, is precisely equal to that on the outside of the membrane of the tympanum. Can Mr. Wells show how a rupture could be produced by the pressure of air, under such circumstances? I never read of a case, and it is obvious that it could not take place unless the Eustachean tube was closed, and then deafness would exist anyhow.

Page 351 he asks,—"Are all MATERIAL FORMS on the earth the result of CHEMICAL COMBINATIONS?" and answers,—"They are, and the chief object of the science of Chemistry is to ascertain the composition of substances, and to determine the laws by which they are governed."

Here he seems to have forgotten that some substances are naturally found in an elementary state. Gold is generally, if not always found in this state; though it may be mixed with other substances, it is seldom combined chemically. Scientists generally admit that gases never combine chemically, but merely diffuse themselves among each other. Atmospheric air, then, is not a "chemical combination."

Page 156 he treats of oxygen, and asks,—"Of what use is OXYGEN in the atmosphere?"; and answers,—"It sustains animal life and supports combustion." But it is well known that if a human being or animal be compelled to respire pure oxygen, it will die in much less time than a day. *Oxygen*, therefore, *does not sustain life.* But this assertion he qualifies by another almost equally destitute of truth. On the same page he asks,—"If an animal were immersed in Oxygen gas, would it *live longer* than in an equal volume of pure air?"; and answers,—"It would; at the same time animal life could not be sustained for any great length of time in an atmosphere of pure oxygen."

Now if the United States Capitol were air tight and filled with air; this air would be confined, and an animal confined in it might live for

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[illegible]

seated with your back to the horses? If you have, you must certainly remember the uncomfortable sensations produced by this backward locomotion. How every sudden jolt seemed the precursor of some terrible crash, every trifling descent was magnified by the apprehensions into a terrific precipice, and the gentlest jogtrot seemed a break-neck speed. Or if the smoothness of the road left no ground for fear of dangers, how has the eye lingered over the landscape you were leaving, magnifying its beauties as they mellowed in the distance, till something like regret has crept into the heart at the thought of the scenery passing out of sight, and the desire has arisen to go back and revisit the places where so much of beauty seems to reside.

Now it chances that in every community there are persons who purposely or by mistake have seated themselves backwards in the car of progress, and who ride in constant apprehension of some terrible catastrophy, and who fill all ears with their ceasless sighs for the good old times of the past age. Never suspecting that it is themselves who face the wrong way, they bitterly complain of the wrong tendencies of the times, and while they eulogize, with a dolorous eloquence, the good that is past, they are utterly blind and unbelieving to all the good that is to come.

No public interest is oftener attacked by these croaking, rear-faced men than the educational interest. The childhood of to-day is not the childhood of their youth, and of course the educational progress has been downwards rather than upwards and onwards. Every proposed advance is, to their timid apprehensions, a rush towards deeper ruin. If a new school house of more elegant and convenient proportions is resolved on in their neighborhood; if a teacher introduces some new methods of instructing; if a tax is voted to furnish the blessings of education freely to all; if a reform be proposed in the system of public instruction, or whatever new measure, in the village or State, looking to the better endowment and management of the Schools, they at once shout, Hold! you are too fast; everything will be ruined! Stoutly resisting the evidences of their own senses even, they persistently exclaim that all the modern reforms in schools and school-systems are either useless or dangerous, and vigorously exert themselves to the extent of their small ability to induce society to go back to the old fashions of stage coaches, and Daboll.

In several of the States the School systems have been seriously endangered by the undermining efforts of such men. In New York the old county Superintendency fell before them when it was patent to every true friend of education, that nothing short of that system would satisfy the public need, and now after twelve years of retrogression, the State has re-adopted essentially the same thing. So too the free school law of that State yielded to their bitter assaults before it was half tried. In Massachusetts, the Board of Education with their talented Secretary, the lamented Horace Mann, had but just entered upon those labors which have made the old Bay State radiant with intellectual light, when they were met with the sudden proposition in the Legislature to disband the Board, dismiss the Secretary and give back the Normal School to the gentlemen whose liberality had mainly endowed it. There lies before us a document showing that now again, in this year of grace, 1860, twelve hundred people in Massachusetts have petitioned the Legislature to abolish the State Board of Education, and the office of the Secretary, to give up the Normal Schools and teachers institutes, to divide the public school

fund among the several towns and cities of the state, and to restore all things to the old condition in which they were when Mann's eloquent remonstrances aroused the people to a sense of their short comings and duty. The report of the committee to which these petitions were referred contains a strong and emphatic refutation of the charges against the Board and the agencies they have introduced, and an eloquent as conclusive vindication of the utility of Normal schools, teacher's institutes, and teacher's associations. Of course, the petitioners were refused their requests, and Massachusetts still fronts the future.

The *Ohio Educational Monthly* says,—"The winter of 1860 will be held in lasting remembrance for attempts to overturn the School Systems of many of the States. We have elsewhere registered the downfall of our library law. A score of bills are now,—March 20,—before our General Assembly for still more radical modifications. Should one-half of these measures pass, our boasted school system will be left a wreck and ruin."

In Wisconsin, Chancellor Barnard has been obliged to exert all the force of his strong influence to preserve the School system from being injured or destroyed by disastrous innovations. Long may Michigan be preserved from the hands of those whose conservatism is "so straight that it leans the other way."

BOOK NOTICES.

New American Encyclopædia. Edited by Geo. Ripley and Chas. A. Dana. New York: D. Appleton & Co.

The Ninth volume of this valuable publication is now before the public. Its 784 pages of closely printed octavo matter carry us down the alphabet from Hayne to Jersey city. In notices of the earlier volumes we have already expressed our high appreciation of the character of this great work, and we unhesitatingly renew our advice to any who may wish for our opinion, to buy it. It is a library in itself, embracing history, biography, science, art, and literature, in all their departments and in their most recent and freshest forms.

Volume ninth contains, among several hundred others, articles on Homer from President Felton of Harvard, on Heat and on Hydromechanics by Dr. Reuben of the Cooper Institute, on the Hebrews and on Hungary by M. Heilpin, New York, on the Hungarian language, on the Indian languages (Asiatic and American), on the Indo-Chinese and the Indo-European languages by Dr. Kraitzer of Morrisania, on the Horse, on Insects, and on Mythology by Dr. Kneeland of Boston, on the Henrys and Jameses, Kings of England by C. C. Hazewell, Esq., of Boston, on Illinois, Indiana and Iowa by Dr. R. S. Fisher, of New York. We notice also historical articles on Ireland, Iceland, Italy, Japan, Jamaica, Java, Honduras, Hindostan, the Hu-

genots, the Jansenists, the Henrys of Germany, the Henrys of France, and biographical articles on Jackson, Jefferson, Patrick Henry, Jay, Mrs. Jameson, Howard the philanthropist, Humboldt, Herschel, Hume, Hobbes, Hood, Dr. Hopkins, Irving, with hundreds of others, both dead and living, Elaborate and valuable articles on Iron and Iron manufactures, on Insanity, on Insurance, on Husband and Wife, and on History are included in this volume. Considering the amount of valuable information collected and crowded into these volumes, we know of no cheaper books. Price $3 per volume, or $3.50 if bound in sheep.

The Grammar of Grammars. By GOULD BROWN. *Institutes of Eng. Grammar.* By GOULD BROWN. *First Lines of English Grammar.* By GOULD BROWN. Published by S. S. and W. Wood, New York.

New editions of Brown's Grammars having been issued, the educational press has been called upon to take notice of the same. Gould Brown made the study of English Grammar the study of his life, and in the first of the above named works he has left a monument of his genius and industry which will long survive him. We well remember the gratification we felt, nearly twenty years ago, in perusing his first publication, the Institute of English Grammar. It was so far in advance of the grammars of that day, so clear and precise in its definitions, and so systematic in its arrangement, that we at once banished Kirkham and Smith and installed Brown in their place in our classes. From their first appearance, Mr. Brown's books have continued to maintain a prominent place in the schools and are still extensively used. We can not attempt, within the space devoted to these notices, any extended review of these works. Mr. Brown never gave in his adhesion to the value or importance of that system of analysis variously represented by such writers as S. S. Green, Clark, Welch, Sill and Bullions, and which regards the sentence as an organized structure with certain essential constituent parts whose laws and relations form the central and most important part of grammar. He counted this as but one of several modes of analysis, and adhered somewhat too obstinately, we must think, to that mode that regards the sentence as a group of words, each contributing its own idea to the general sense, and exerting its own modifying power over one or more of the words joined with it in the sentence. Thus his grammar is a grammar of the English words rather than a grammar of the sentence. Perhaps, however, no author has bestowed more of patient thought on the idiomatic expressions and usages of the language, and the Grammar of Grammars, an octavo volume of over 1000 pages, is a most valuable repository of grammatical learning drawn from all the authorities in the language. We know of no work which affords so full and complete an exhibit of the usages of our best authors. Mr. Brown has apparently passed over the entire field of English literature, grammar in hand, and has gleaned from every writer of any eminence those sentences which could in any way illustrate the prescriptive laws of the language. The work in this respect is invaluable and demands a place in the library of every teacher and scholar.

Practical Exercises in English Composition; by W. S. BARTON, A. M. Boston: Gould & Lincoln.

The general plan of teaching composition, proposed in this work, is very similar to that in Parker's Aids. Elliptical sentences are given to be filled out by the pupil; inaccurate sentences to be corrected; outline sketches to be finished into complete essays, narratives, &c., and topics for original compositions.

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MICHIGAN

JOURNAL OF EDUCATION.

EDITOR FOR THE JULY NO.,

H. T. FRIEZE,
State University.

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THE

MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. H. S. FRIEZE, EDITOR FOR JULY. No. VII.

A BRIEF CONVERSATION BETWEEN MR. JOHNSON, AND MR. BUDGE, ON LIFE, PROGRESS, AND EDUCATION.

BUDGE. My motto is progress, progress, Sir. Never look behind, never trouble yourself about the past. That is done with,—past and gone. Let it take care of itself. My work is with the present,—the living present, —this nineteenth century. The nineteenth century, permit me to say, is already great, though but half grown. It compares well with any past century, Sir, — equals any six past centuries.

JOHNSON. I admire your idea of the present, Budge. It is expansive, grand,—brilliant. Allow me to ask how you know its superiority to the past? You do not, of course, trouble yourself about the past enough to make the comparison through any investigation of your own. It takes some little time and study to learn the quality and worth of any one past century, much more of any six; and far more of the whole. You must have got your information from some oracle, from some fine, dashing penny-a-liner in the newspapers; or, what is more likely, from instinct or direct inspiration.

B. Well, no matter how I got it. It is enough for me that my convictions on this, and all my other

[illegible]

[illegible]

[illegible]

[illegible]

J. And so if Mr. Bryant, or Mr. Longfellow, or Mr. Holmes, should be so unlucky as to die before you do, you will say good bye to them, and stick to the survivors. A poet's immortality were indeed a dream.

B. Hang poetry! I don't read it at all. Once in a while, though, I catch a word or two from my daughter Jennie, who is bewitched with it. She has taken a fancy in particular to one of the psalms; "the psalm of life" she calls it. I rather like it myself on account of a good hit in one of the verses at "the dead past." But as for poetry in general, I look upon it as a thing behind the times. This age is above poetry, Sir. I don't read it.

J. History, then?

B. History! why that is all about the past. Lost time, lost time, Sir.

J. What literature, then, do you patronize, my dear Budgo?

B. Literature? Well, I must be frank to say, I care nothing for any of it. I have no time for anything but what I find in the daily papers. And of that I skim over the advertisements, take a look at the foreign

news, and, when politics run high, read pretty carefully the political articles on my side,—but never those on the other. Everything else in literature I consider impractical, unprofitable and unfit for these times. My view of life takes in nothing of the past, very little of the future, and—

J. And very little of the present, perhaps you would say.

B. Not quite that; though that seems the natural ending of the sentence. No. I meant to say: only the present. And that present, to my mind comprehends two things: first, business, and second, politics.

J. Admirable! Now I understand the course you are pursuing with that boy of yours. You are shaping his education for just such a life as you have so briefly described.

B. Precisely. His youth shall not be thrown away on "book learning," any more than mine was. Nay, not so much. For I believe in progress. Carry his "education" far enough for business purposes, and there he stops.

J. Stops! Excellent! Man is a machine! a working engine! And so "there he stops." And at what "stage of progress" shall this stoppage, this brain-suspension, this mental hanging up of young Budge take place?

B. That will depend a little on the time when I may find an opening for him either in my own counting house or some other. At any rate he shall quit school as early as fifteen. That's a good age "to begin life." Meanwhile his time in school is not thrown away on useless learning. That was my plan at the beginning, and I have invariably followed it. I have frequently removed him from one school to another, because

I thought his teachers were not carrying out my views. His arithmetic has been in my estimation the most important study, and whenever I have found his instructors inclined to draw his attention too far from this principal thing, I have either *compelled* them to yield their judgments to mine, or I have put him into some other school.

J. He must have gained much by this frequent change of teachers. Of course, he has had the advantage of *beginning* his Arithmetic, or different parts of it, to say nothing of less important studies, over and over anew. Always going back to first principles. And how long has he been engaged in this frog-in-the-well *progress?*

B. About eight years.

J. Admirable for young Budge! He must indeed be well *grounded* in his education. I suppose, too, even in arithmetic you have confined him to the useful and practical parts of the work. You have not allowed him to "throw away his time" on the more abstruse and purely scientific principles of numbers.

B. To tell the truth, I have cared nothing about these; though I could not in decency discountenance the teachers, who took a pride in carrying their pupils through the entire study. But I was really concerned only for the practical parts — such as the multiplication table, fractions, and interest.

J. And do you find that eight years have made him perfect in these branches of the study?

B. Why, they ought to have done so. But, I confess, we often find that even after this, an additional practical training in the arithmetic of stores and counting rooms becomes necessary. How it will be in my boy's case I can not yet say.

J. So that after all, according to your notions of

education, your boy would be better educated if he were transferred from school to business two or four years earlier than the period you have mentioned.

B. Yes, that thought has sometimes crossed my mind,—especially when I have thought of Stephen Girard and others, who have died rich, and yet have never seen the inside of a school house—much less of a college.

J. That indeed was a natural thought, and brings us to the last analysis of your view of education for the nineteenth century: not, "little Latin and less Greek," but, little Arithmetic and still less of everything else. First, your education is eliminated down to the study of Arithmetic; and then, the whole of the arithmetic being found too much, that is still farther reduced to multiplication, fractions, and the reckoning of interest,—the latter with the practical help of an "interest table" in the counting room. Well done, progressive Budge! I fear young Budge will indeed stop, however progressive his sire may have been. There is another thing which I much admire in the course you have pursued with young Budge,—that is, your disregard of the judgment of his teachers, except when you had respect to decency. In matters of law, in matters of business, in bodily diseases also, it is well to follow the judgment of experienced or professional men. But in this less vital interest of the education of our children, the judgment of the professional teacher is of no account, and the greater his experience the more may you distrust his advice. As none know so well what is best for a collegiate education as those who have never been in college, and Collegiate Faculties are least of all bodies competent to decide on collegiate courses of study, so in all departments of education from the primary school upwards, the judgment of the teacher, based on experience,

must yield to the notions and caprices of those who have never taught.

So much for your progressive views of education.

Did it ever occur to you, by the way, that progress is of two kinds; the one *up*, the other *down?* The one towards heaven, the other—in the opposite direction. Now upward progress is a great and blessed thing. But if progress happen to be downward, though it may be "faster" than the other, it is rather more unsafe. Upward progress *builds* on the past, and so *mounts* on the past. It may be slow and toilsome, and, indeed, so it generally is; but its work stands, and it holds securely the position it has attained. What a grand master-builder of this sort was FRANCIS BACON! You find in him no twaddle about "the dead past." He takes a broad survey of the past, ascertains its worth as well as its deficiency, and in the light of this survey he engineers the work of genuine progress in the future.

B. But, *I* mean by progress especially our progress in outside comforts and conveniences; — progress in apparatus; — progress in warming our houses, for example.

J. What does that amount to, if you happen to live in the torrid zone?

B. Well, even there, we've taught them the use of ice.

J. Why, the Hindoos cooled their water centuries ago exactly by the same method as that which the people of New Orleans now follow in preserving their ice; namely, by covering it over with some porous substance and placing it in the hot sun, to evaporate.

B. No matter about that. We have certainly made infinite progress through our knowledge of steam and lightning.

J. By all means. Though I would gently insinuate that we owe this knowledge chiefly to dead men.

B. Now it is this sort of outside progress that I deem peculiar to the nineteenth century. I do not mean progress in mere learning—in mere books—in literature, philosophy, and all that impractical nonsense.

J. And yet, my dear Budge, let your ideas of education prevail, let progress in all this "impractical nonsense" come to a stand, let our boys all "stop" where you purpose to "hang up" young Budge, and soon your locomotives will all stop, your telegraph wires will rust and fall to the ground. The fact that you now hear the railroad whistle most frequently in those very communities where you hear most frequently the hum of voices in the school house, is not a mere accident.

Progress is a unity. All its parts, external and internal, move forward together. All real advancement, consists of moral, social, and material—educational, political, and physical elements—all combined.

All these interests advance together, and all on the same principle; namely, the principle of accumulation; the principle of holding to the past and grasping the future; or of climbing on the ladder of the past up to the future; the principle in short of conservatism combined with improvement and innovation.

Why, Budge, did it ever occur to you that there had been in this world since the creation, two great original leaders of progressive movement? One the leader of *downward*, the other of *upward* progress?

B. I think I can guess your meaning. But go on. Who are they?

J. The first idea of progress suggested to our race was made to Eve in the garden of Eden. "One JOHN MILTON" describes the personage who originated and advocated this grand idea, as a tempter who sat "squat like a toad, close at the ear of Eve." The devil was a bold

and brilliant progressionist *in his way.* He encouraged our first mother to break loose from "the trammels of the past." The knowledge which he promised proved indeed to be the knowledge of evil. But of all other knowledge Satan has ever been the foe. In conducting the "movement" which was thus initiated in Paradise, this great leader has always been successful in proportion to the general ignorance and the low state of education. Martin Luther knew this well, and hence pronounced Satan the enemy of learning, and particularly of the study of languages. "So important," says Luther, "is the study of tongues, that the devil hates and fears them." The reformer, it is true, was somewhat rough and uncharitable, and that especially whenever he had anything to say about this particular individual. Indeed, in throwing his inkstand on a certain occasion at the same personage, he typified in some sort the object at which so much of that useful material was to be discharged through his pen. But as to this argument for the languages drawn from the hostility of Satan towards them, Luther, of course, expected it to have weight only in Christendom. Elsewhere the cause of the classics would have been weakened by such an authoritative example against them as the devil.

B. Don't speak of the classics, Sir. They were very well for the dark ages, when the people had nothing else to read. But now they ought to be buried with the past.

J. What now, Budge? Again in your tantrums? Where did you get that idea of the classics being read in the dark ages? Is that from one of your oracles?

B. One of my newspapers, Sir. There was something of that sort said in one of them.

J. Did you ever hear of the revival of learning, which put an end to the dark ages?

B. Yes.

J. What learning was that which was revived?

B. How should I know?

J. Pardon me for the question. I only meant to say that if the classics had been read in the dark ages, as your oracle ignorantly told you they had been, no revival of learning would have been heard of, as none would have been necessary or possible. The re-awakened study and criticism of *classical* Greek and Latin, associated with the study of the Testament Greek, was the very thing which dissipated the darkness of the middle ages, and led on the reformation and modern civilization.

B. Well, well. Enough of that. Now tell me who is your second great leader? The leader of what you call genuine, or upward progress?

J. I scarcely need say. He is that great leader who is at once conservative and progressive. Who holds to the law of Moses while he proclaims the Gospel; linking what is good in the past to what of good still remains to be done in the future; who came not to overthrow but to fulfill; who could look with contempt neither on the past, present or future, because his own work extended through them all; to whose eye, indeed, all time is only as space, —almost identical with space, from the centre of which all events, past and to come, are equally present. Do I err in maintaining that He is the leader of all true progress?

On the whole let me beg you to take a broader view of things. Homer, not dead, by the way, but living Homer, represented the wise man as seeing what was behind as well as what was before. He meant that the wise man sees intellectually what is before, *because* he sees what is behind. As to this century I verily believe that my estimate of it is still higher than yours. But yet it does not follow that wisdom was born with our generation, nor that it will die with us.

B. You scholars are always harping on by gone things. I don't like such one-sided men.

J. I might ask—if it were not personal—how many sides you yourself have, friend Budge. But as to the spirit which scholars cherish, "one-sided" is the very thing they claim not to be. A pedant may be narrow-minded; but the true scholar seeks to do full and intelligent justice both to the achievements of his own day, and to those of past generations. And not only so, but he seeks to understand and properly to estimate every kind of human effort and development; every class and degree of human attainment. And in order to gain the liberal view of things he aspires to, he must study with earnestness the records and works of the past, while he keeps in sight those of the present. He who confines his vision to "this bank and shoal" of the present, must be indeed short-sighted. Him you may well call one-sided; but not your Bacons, not your Arnolds, not your Guizots. Your "psalm" well says, "act, act in the living present." For we have no other time to act in. But *live, live* in the past as well as the present. Multiply your life by seeking converse with the men of the past, with the thoughts and deeds of the past. And after all does not the past make up the greater part of the present?

B. What do you mean by that?

J. Why, how many of our ideas, usages, words, are our own? How could we converse unless the past had formed for us a language? How could we trade unless the past had established the conventionalisms of commerce? How could we legislate and govern unless the past had built up for us a fabric of legislative and governmental principles and precedents? How could we make books without the rich inheritance of books, that most precious of all the legacies of the past?

B. You would then discover in the present more of the past than of the present itself.

J. Most true. And that age which does not embody in itself more of the past than of the present, is simply an age of barbarism—a dark age.

B. You think, then, that my ideas of life, progress and education would bring about the dark ages again.

J. Undoubtedly, if your ideas were to prevail. But thanks to the common sense of this generation, the notions you have cherished, though I hope you will give them up, are not likely to prevail. Everywhere the demand for higher, more thorough and more liberal education is increasing. Even in the dead languages the number of students has increased within ten years in our country more than two to one. In the more abstruse sciences, also, in historical studies, in everything which can strengthen, enlarge and enlighten the mind, our education is continually gaining depth and compass. This is a fact of our times of which we may justly be proud. In such a movement as this, as well as in all of great and good that is now being achieved, we who reverence the past—no more the dead past, but the *living* past—so much the more rejoice and glory, because we see and estimate this progress the more perfectly in the light of the past.

Your favorite catch-word, "the dead past," seems to have been caught from the divine saying, "let the dead bury their dead." But are you not aware that this is said by Christ not of the past but of the present? that the dead thus called on "to bury their dead" are not the actually dead but the *living* dead? And do you not perceive that much of the present, as well as much of the past is dead? That all the aims and activities of the present which end in self, and effect nothing for God and

humanity, are stamped with the character of death?—and, in so far, make the present only a dead present?

I will end, therefore, with a slight modification of the remark with which you started the conversation. My motto is progress, but that a safe and upward progress. Look behind as well as before. Pay little heed either to the dead past or the dead present; but give earnest heed both to the *living* past and to the *living* present. The nineteenth century is great, but it is great because it is a living part and a higher and larger growth of the identical old tree which has been growing through all foregoing centuries.

Were it actually a tree by itself, of recent growth, it would be but a miserable sapling. But it is more than this,—it is more even than the *child* of past centuries; it embodies in itself the *growth*, the *age*, and the *strength* of all past centuries.

THE MUSEUM OF FINE ARTS, AND CLASSICAL ANTIQUITIES IN THE UNIVERSITY OF MICHIGAN.

By Prof. J. R. Boise.

ALL persons who now visit our University make it a point to spend as long a time as possible in the various museums. Aside from the exceedingly rich collections in the Medical College, there is now in the literary department of the University a suite of rooms conveniently arranged, containing a valuable mineralogical cabinet, an extensive and rare collection of specimens in natural history, and a very handsome museum of the fine arts. This last is a novel feature in American Colleges and Universities. While it has long been customary to

illustrate the physical and natural sciences by interesting experiments and costly collections, the study of history, and of language, and of archæology has generally been unattended with any means of illustration, and left to rely upon its own intrinsic merits, when pursued under the greatest disadvantages. Is it not strange that this latter class of studies should in these circumstances have maintained for so many years so respectable a position in our colleges? and is not this fact a proof of their value in the estimation of our wisest educators? We hail however with pleasure the dawn of a better day for those who devote themselves to literary studies. The example set by the University of Michigan, in attempting to furnish some suitable means of illustration in history and archæology, is likely, we think, to be followed by other literary Institutions; especially as these latter illustrations are much less expensive than those which are required in the natural sciences *

As the art-museum is now a prominent object of attraction in the University, a word or two respecting it may be of interest to the public generally. It originated in the following manner. Several years ago Professor FRIEZE requested of the Board of Regents permission to spend a year in Europe; at the same time making them the offer to appropriate his salary in his absence, partly to the supply of his department by a competent instructor, and partly to the purchase of works of art for the University. The offer was at length accepted. The result was the greater part of the art-collection of which the University is now so justly proud.

We are the more particular in stating the above fact,

* The collections illustrating mineralogy, geology and natural history in the University Museum have cost, it is thought, more than fifteen thousand dollars; while the entire art-collections together have not cost much over one thousand.

not only because we would render honor to whom it is due, but also to refute the idle slander that professors in the University, receiving a large salary, take a small portion of it to pay their assistants who perform all their work, and with the ample residue travel in Europe! Behold on what foundation this story rests! If the Latin or Greek professor in every American college could and *would* act in like manner for one year, we think our colleges would be neither harmed nor wronged!

Since this first foundation of the art-museum, several valuable additions have been made. Besides private donations of single articles, the citizens of Ann Arbor have exhibited both their liberality, and their appreciation of the best interests of the University, by a handsome addition to the gallery of statuettes. We also take great pleasure in mentioning the beautiful present from the Senior class of 1859; — a full-sized and wonderfully accurate copy of that celebrated group of statuary, the Laocoon.

When a stranger enters the Library of the University, the first and most conspicuous object which arrests his eye is a cast of the Apollo Belvedere, pronounced by competent critics the best in this country. It is certainly a most faithful representation of the original; and, in its excellent position, can be viewed to better advantage even than the original in its too narrow apartment in the museum of the Vatican.

Close by the Apollo will be noticed two large engravings, one on either hand of the statue, representing the two principal triumphal columns, still standing in the city of Rome, that of Marcus Aurelius and that of Titus. These colums are interesting to the man of taste, not only for their beautiful proportions and colossal size, but also on account of the wonderful series of *bas reliefs* extending spirally from the base to the capital.

From the same position (the upper entrance to the Library), if the observer now turn his attention in another direction, he will have a view of a celebrated draped statue of heroic size,—that of the poet Sophocles. Stepping a little to the left, one obtains a fine view of another draped statue, also of heroic size,—that of the Roman emperor Augustus. Of these two statues, from the best period of ancient art, the one is purely Grecian in style and costume, the other is Roman. The one wears the *pallium* and sandals, the other the *toga* and Roman shoes. The emperor holds in his hand a roll and may be imagined in the attitude of addressing the Roman senate. In the statue of the poet, there is "a quiet dignity, an unconscious grace, an entire absence of effort which we can almost fancy to be directly impressed upon the marble by the living character, and without the intervention of the chisel. This is the quality which stamps it as the work of a genius of the very highest order." On the pedestal beside the poet, stands a *scrinium* containing several rolls, showing the form of ancient books, with a book-case.

A half hour's view of these two statues would, we think, afford the student a clearer and more permanent idea of Grecian and Roman costumes than he could obtain in many days from the ordinary method of study.

In the same room with these two statues are a large number of busts of the most celebrated Greeks and Romans. The student may here become as familiar with the features of Socrates, Demosthenes, Isocrates, Cæsar, Cicero, and Seneca, as with those of his own class-mates. In the same room also are a number of statues about half the size of life;—several of the muses, exquisitely beautiful, the favorite group of Diana and the hind, and the statue of the orator Aeschines—one of the most beautiful specimens of ancient art.

If now the visitor ascend to the next story, he will find another room of nearly equal interest, and not less replete with objects which may afford instruction; among which, the most conspicuous is a very extensive collection of statuettes. These are of *terra cotta*, and were made in the royal museum of Naples,—so rich in artistic treasures which have been exhumed at Herculaneum and Pompeii. The features of nearly all the eminent men of antiquity may here be seen and studied. On this account, not less than of their exquisite workmanship, are they interesting and valuable. In the same room, is a considerable collection of vases and goblets and other articles faithfully copied from the antique. Conspicuous among the miscellaneous objects, is an ancient Roman sarcophagus and a model in cork of the temple of Neptune at Paestum.

Two stories below this, is another room of the art-museum; the walls of which are covered with large engravings and photographs, exhibiting the interior and exterior of the most celebrated edifices in Italy; also, views of the most celebrated Roman ruins. The Regents of the University have also with their accustomed liberality appropriated fifty dollars for the purchase of Grecian views, which we hope to receive shortly. In the same room are some colored pictures of Pompeii, which present a good idea of the present appearance of that ruined, desolate and but partly exhumed city. But the most striking object in this room is the Laocoon, of the full size of the original; probably the best copy on this side of the Atlantic of that celebrated group of statuary.

As we have already remarked, it was the gift of the last senior class (the class of 1859) to their *alma mater:* —a noble memento, for which the friends of the University will ever thank them; evincing alike their fine taste and their liberality.

It would be impossible for us to enumerate all the objects which would interest the man of taste, and remunerate the careful attention of the student in the collection of fine arts. We have only aimed to indicate some of the leading features. The friends of the University are invited to participate in the enjoyment and instruction which are to be derived from one of the best art-collections on this side of the Atlantic. *

May we not hope also that this collection already so respectable will be increased by the lovers of art and the friends of culture in this State. Already we have in prospect (would that it were not quite so distant!) a marble statue, the work of the most eminent American artist now living, a native also of Michigan. We need scarcely add that we mean RANDOLPH ROGERS.†

A PLEA FOR SIDNEY SMITH.

By Prof. A. D. WHITE.

IS it possible that our earnest young men are neglecting Sidney Smith? We certainly note of late very meagre quotation of his words, and very infrequent mention of his work. Let us have a word on this with those about us who are trying to lead young men to what is strong and noble in literature. Let us have a word, too, with the young men themselves.

We most firmly believe that any man of us who covets

* The various museums are open to the public several hours every day, except Sunday.

* Since writing the above, we learn that Rodgers' beautiful statue of Nydia, the blind flower girl in Bulwer's "Last Days of Pompeii," will be added to our collection some time next autumn.

literary profit of the highest, and literary pleasure of the keenest, will find both on nearly every page of Sidney Smith.

Thence, too, one gets clearer ideas of a truth-teller's mission, and more hope for a truth well told.

He who plunges into the current of the author's feelings must at first shiver a little at his peculiar notions of the world's peculiar ways; put this over, you roll in an ocean of fun. Heaving about you are the most majestic ideas; foaming around you is the most creamy humor; sparkling on all sides is the most brilliant wit. Although in your gambols you have at times a sense of brine and bitterness, you never feel the worse of it.

Here is the distinguishing characteristic of Sidney Smith's sarcasm. He is often fierce and sometimes merciless; but, after his deadliest blows there comes a course of action for which you love him. He has, in criticism, killed as many institutions as Macaulay has killed men, yet he always sets about their burial so kindly and solemnly, and his dirges are always so pathetic, and his provision for succeeding institutions so disinterested, and he flashes now and then into your mind such vivid pictures of the prime sport you had in seeing the institution hunted down and slaughtered, and he has such a soothing way of proving, that his victicn was a rascality, and that he would harm nothing else in the world, that you always forgive his critical hardness of heart.

To see what Smith and his compeers of the *Edinburgh Review* did for this earth, you must refer to the whole history of their times, or to what is of more easy access and mastery the short preface, written by Smith himself, when his miscellanies were first brought into book form.

"To appreciate the value of the Edinburgh Review, the State of England at the period when that Journal began, should be had in re-

membrance. The Catholics were not emancipated — the Corporation and Test Acts were not repealed—the Game Laws were horribly oppressive —Steel Traps and Spring Guns were set all over the country—Prisoners tried for their Lives could have no Counsel—Lord Eldon and the Court of Chancery pressed heavily upon mankind—Libel was punished by the most cruel and vindictive imprisonments—the principles of Political Economy were little understood—the Law of Debt and Conspiracy were upon the worst possible footing—the enormous wickedness of the Slave Trade was tolerated — a thousand evils were in existence which the talents of good and able men have since lessened or removed; and their effects have been not a little assisted by the honest boldness of the *Edinburgh Review*."

As you get fairly into the midst of Smith's argument and satire, and playfulness and bitterness, you begin to see that the preface is too modest. Evidently those Review articles must have more than "*assisted*," they must have directed in the great march of English Reform after the French Revolution.

Nowhere can a politician, determined to battle for the right, find better models. When our author steps forward as honest, truth-seeking Peter Plymley, writing plain letters for Catholic Emancipation, you have your ideal of cogency; skirmishing with the supporters of old persecuting corporation and Test Acts, he presents your ideal of political subtlety; fighting the man-trap and spring-gun system, he gives your ideal of sarcastic energy; battling the ten thousand other abuses which hived under the English plan he gives your ideal of mental strength.

Perhaps there never was a man who hated everything like cant more or bungled in the expression of his hatred less. This hatred never faltered, and this fierceness of attack was never weakened. The Primate of All England, feasting at Lambeth, is punished for a little offense, and a humble missionary in the agonies of sea-sickness is punished in the same manner and for the same sin. Both canted and both had to be chastised. To take the conceit out of certain Bishops he gives his noted delineation of

clerical fops—to take the conceit out of certain dissenting ministers, he gives his side-splitting sketch of "Bro. Carey's Piety at Sea." But best of all is his attack upon the Game Laws. Beginning with some clear estimates, thus seizing the English attention, he launches such appalling reasonings at the nabobs who upheld the enormity, that they writhe more than their fathers did under the Papal interdicts.

There is a heartiness, too, in his attack on the "Society for the Suppression of Vice," which carries all before it. There were a thousand things in the society to arouse his scorn. It was even at its own estimate a poor thing, but, at his estimate, it was infinitely mean. It was just such a mark as he loved, not because it was weak, but because it was blustering and cowardly — miserably narrow in its policy — miserably broad in its blunders. It seemed then to our author, incumbent on him, as a man who made such things his business, to kill it in spite of its goodly title. He, therefore, begins the siege in due form—lays down a basis of sound principles to begin with—then opens on the society with batteries of heavy argument—then picks off its defenders here and there by keen single shots, and finally accomplishes his work of destruction by vollies of satire.

There is also in Sidney Smith's writings great store of knowledge and methods of using knowledge for Educators. His articles on abuses in the English University system are masterly; their effect in England has been immense. To American writers on education, we would recommend these articles as models of a style suited to the enforcement of their ideas among the great body of our every-day common sense people.

But, perhaps, in our haste a few paragraphs back to make an antithesis, we have upheld Macaulay's words as

a fearless critic of men to the prejudice of our author. This was by no means our intent. In the art of using all kinds of knowledge in all kinds of ways, no man equals Macaulay. In the art of discovering pretence and laughing it down—no man surpasses Smith. In a certain kind of invective—the kind which welds together into strong weapons. Sound logic, sound rhetoric and sound fun, no man equals him.

The distinction to be drawn between these two great critics may be seen at once by every one who remembers Macaulay on John Wilson Croker, and Smith on John Bowles. We stand amazed at the mixture of close knowledge, and large knowledge in the former, and at the mixture of logic and impudence in the latter. One is almost sorry that Macaulay is so fearfully accurate; it, for a time, almost shakes faith in the comprehensiveness of his intellect—in his ability to take in a grand conception—but a reading of his Milton or Dryden gives perfect relief from all such fear. So with the other Edinburgh essayist; one is tempted at times to believe that the basis of Smith's success was effrontery; but turning to his essays on Ireland or America, or to any one of scores which could be named, we have a cure as perfect as in the other case.

To some Sidney Smith seems to stand, in prose where Dean Swift stood in verse; yet there is hardly any foundation for such an idea. Save their similarity of profession. Admiring both of these, even as you must, you are forced to own that the railleries of Swift are infinitely the more suspicious. Reading any of his best satires, pitfalls innumerable stand in the way of your respect for the man; though you may continually grow in respect for the man's work. No matter what are the talents of a public censor. No matter what his chance

for bringing his talents to bear on society, if there runs beneath, such a current of egotism as moistened and weakened many of Swift's ideas. On the other hand, that man doubles his force, who, being master of such mental resources, is actuated by some great principle, as Smith was actuated by love of British prosperity.

Whether Swift is an ardent statesman under Hasley, or an ardent churchman under Bolingbroke, we see that the prime movers in his character are egotism—thirst for power—and, after he lost the Bishopric of Hereford—vexation. But under the energies of Smith was a spring infinitely more equable, and, as to lasting effect, infinitely more powerful.

True, he sometimes betrays disappointment at seeing men inferior to him in talent, superior to him in station—at seeing continually men promoted for abjuring that manliness to which he clung so devoutly. But this feeling strengthened him. It made him strive constantly to show that honest seniors beneath the surplice takes higher rank than stupidity beneath the mitre.

We are also persuaded that Sidney Smith furnishes the best of models for philantropic writers.

As a lover of Right—determined to thrust the canons of religion and morality, and reason into every-day customs and laws, just where men need them, he resembled our own Channing. There seems, too, a likeness between them in that their opponents hedged them about, and yet were worsted. Such bore the apostolate which the needs of his country and time warranted—such hewed out for himself strongholds from which no man could dislodge him.

In their methods of attack there is little resemblance, and, in their weapons, none.

In giving forth his ideas Sidney Smith cared little

for custom as custom. He had certain old ideas of justice which set him above custom. He worked unceasingly, where a feeble truth cowered before a sturdy lie, where a weak man was persecuted by a strong man, he was sure to interfere.

In the whole range of English literature there is nothing more refreshing and bracing than some of Sidney Smith's tilts against Cant. Any pleasing little myth which soothed the conscience of an oppressor found no mercy at his hands.

Though the conviction seems to lower our idea of human nature, we can not help thinking that had there been in his nature less manliness, and more meanness, we should all be remembering him as one of the world's great men—universally known and honored.

We are also convinced that in Sidney Smith's writings, our fellow teachers will find the best of literary recreation. Of course after toil, no matter, how pleasant, we long for geniality, for joviality—for the keen delight which wit gives—for the calm delight which humor gives.

For these the majority seem to betake themselves just now to our Willises, Doesticks, Fanny Ferns, Grace Greenwoods, and the whole tribe of dealers in prettinesses and confectioneries, and post work, and froth work.

Try something better, friends, try real wit, real humor, real geniality, real heartiness,—try them in their soundness and ripeness,—try Sidney Smith.

ROMAN ORTHOEPY.

By Prof. J. F. Carey.

ROMAN ORTHOEPY: A Plea for the Restoration of the True System of Latin Pronunciation, by John F. Richardson, Professor of the

Latin Language and Literature in the University of Rochester.—SHELDON & Co., 115 Nassau street, New York.

A LANGUAGE, or tongue, as the name imports, is such a system of articulate sounds as is employed by a people to signify to each other their ideas. In this primary sense of the word, it has no reference to any written characters which stand as the representatives of these sounds, but when in the progress of civilization a people comes into the possession of such characters, the same term, by a natural law of association, designates both the living sounds and their phonographic equivalents.

As that which constitutes the chief peculiarity of each spoken language, is that it differs from every other in the sounds which it employs to represent particular ideas, we reasonably look for a like singularity in the alphabetic system which it employs; when it assumes the written form. This natural expectation is virtually realized even in those languages which, from generic affinities or other circumstances, make use for the most part of a common alphabet, for which it is true that most of the languages with which we, as a people, are familiar, employ wholly or in great part the Roman alphabet, we find that the same characters in different languages do not generally represent precisely the same sounds, and that each tongue makes use of combinations peculiar to itself. So striking, indeed, are these differences that any language loses its identity, almost beyond recognition, the moment you apply to its pronunciation the principles which belong to that of any other. Still further than this, so unique are many of the sounds which characterize particular tongues, that it is often quite impossible to represent them by means of the written characters of other languages, or if the attempt be

made, it gives rise to such old combinations of letters as at once reveals their foreign origin. So well is this understood that we never meet in print foreign words in English letters; *e. g.* the names of our present distinguished visitors from the Islands-of-the-Sun—without feeling an almost painful degree of incertitude as to the accuracy with which we are able to voice them.

It is not a little singular with these facts in view, that a course which would strike us as so absurd when applied to any living tongue, has become almost the universal practice in the case of the Latin. No doubt the peculiar history of this language accounts for the strange anomaly.

Starting from that point in its history when in all its native strength and purity, and in its highest perfection it rolled in characteristic dignity and power from the lips of the conquerors of the world, we see the clear current of classic Latinity first contracting impurity from its wide diffusion among the uncouth tongues of Europe, and when at length Rome's supremacy gave way before the Titanic strength of her barbaric invaders, we mark the increased influx of these foreign elements, until the too swollen volume ramified into those various languages which now prevail so widely over modern Europe, mingling with the currents of the literature of these latter tongues, have flowed down to us whatever relics exist of the unadulterated Latin of the classic period.

If, then, we consider how gradual was that corruption of the Latin which issued in the formation of these languages, how large a portion of their vocabulary it supplied, and how thoroughly they were penetrated by its spirit, we shall not be surprized to find that the same almost imperceptible modifications of pronunciation

which crept into the spoken dialect of the people, should be transferred to the classic tongue by those who continued to cultivate an acquaintance with it; nor that in the general revival of learning, when the ancient authors were reinstated in that pre-eminence which they have ever since maintained, and when, too, they were studied, not as the graceful decorations of a superabundant literature, but with the absorbing passion of men who found in them the only repositories of knowledge and the sole aliment of their starving minds,—that, in the enthusiasm of this general awakening, each nation applied to the ancient language, the changed, but still kindred, pronunciation which had now obtained in its own derived and affiliated vernacular.

This usage being once established, it is easy to see how the corruption of the true orthoëpy of the ancient tongue went on *pari passu* with the changes which attended the modern, until as these derived languages became more and more dissimilar to the parent stock and to each other, the necessary consequence was the loss of all uniformity of Latin pronunciation among the various nations of Continental Europe. Had a true and uniform system once universally prevailed among these nations, after they had entered upon their separate and independent political existence, it would, no doubt, have proved a sufficient barrier to every considerable future change, but in the absence of this barrier there was nothing found strong enough to resist the progress of that lax and unscholarly principle which had begun so insidiously its work, and the way was open for boundless innovation.

At length the Latin tongue reached, for the second time, the "toto divisos orbe Britannos," not now in the character of a hated and resisted invader, but an angel of mercy breathing the accents of Christianity and laden

with the rich treasures of Roman civilization, polity and law.

Here in spite of some specially favoring circumstances a similar departure from a correct Orthoëpy gradually manifested itself. The principle of accommodating its pronunciation to the standard of each native tongue, had everywhere become too firmly established and offered on the one hand, in those times of comparative ignorance, too strong a temptation to the indolence of illiterate teachers, and, on the other, presented too flattering a compliment to national vanity, to be persistently resisted. Genuine scholars and patrons of sound learning protested earnestly against the barbarism and strove to arrest, and even to exterminate it; but in vain: the corruption of the once comparatively regular pronunciation of their own native Saxon, conspired with national prejudice to effect a corresponding depravation of Latin orthoëpy, until about the middle of the last century the last lingering accents of the Roman tongue died away upon the lips of Englishmen. Since that time they, and we—so far as we have imitated them in this particular—may be said to have indeed possessed and studied Roman literature, but not in its best and truest sense the Roman tongue.

In the above facts is found the only justification of the statement so broadly made in some of our school-manuals of Latin Grammar, that the correct pronunciation of this language having been in great measure lost, each nation has commonly applied to it the principles which regulate that of its own. The statement is hardly true in point of fact,—"having gone into disuse," would be a more accurate account—, but certainly is wholly false in the inference it seems to favor, that the Roman pronunciation is *irrecoverably lost.* That such is the inference we can testify from personal experience of former

days, and the concurrent testimony of many students to this effect; that such an inference is not authorized by the facts in the case, all who are interested in this subject and who have any doubts in regard to it, may learn in the small but comprehensive treatise whose title is found at the head of this article.

But while all this may be admitted, there may still be a question on the part of many as to the advisableness of attempting, at this late day, a restoration of the true pronunciation.

To all such scruples it is a sufficient answer to mention the obvious fact that a change in the pronunciation of Latin has already become very general, and promises to be universal. The infelicities of the English system, are many, so radical, and withal so palpable; so destructive to euphony, so irreconcilable with the principles of quantity, so ill adapted to its inflection, so well adapted to conceal the true laws of its structure, and its linguistic affinities—in a word is so English—that but a slight examination of the subject is needed to induce the desire for some more excellent way.

The intrinsic defects of this system have also been made more conspicuous of late years by a comparison with the superior, but still defective systems prevailing in Continental Europe, and the result is a very general adoption of the misnamed "Continental method."

It is the good fortune of the nations in this part of the world to possess vowel systems, which, as they are more closely allied to, are also more in harmony with, the classic tongue, but, as already intimated, they are far from uniform even here, and, in some important consonant sounds, they are widely divergent from the English, from the ancient standard, and from each other. *The* continental system is therefore a fallacy, and while as an approxi-

mation towards the true in a single feature, it is far preferable to the English, and, were it the only alternative, ought everywhere to take its place, yet, why should we, if compelled to renounce that of our mother tongue, adopt a system which not only sets at naught the well ascertained facts of the ancient orthoëpy, but which is, as a whole, the counter part of no other under the sun.

Let such as have not examined the subject consult the initial articles under each letter—particularly the vowels and the consonants, c, g, j, k and q—in Andrews' Latin-English lexicon, and from this single source, they may learn that the materials for a pronunciation which shall at least closely resemble that of the classic period, are by no means wanting.

If such is the fact, no one of scholarly tastes can hesitate to approve of the attempt to displace our present anomalous and discordant methods, by one which, discarding all fanciful speculations, rests everywhere upon the explicit testimony of the ancient grammarians, the sanction of the learned of every age, and the well known laws of vowel and consonant changes, legible in the structure of the language itself. No competent judge can for a moment question the importance of the knowledge which such a system would impart to the student. So primary and essential an element of a language as its living sounds, can never be unknown or ignored without shutting the eyes to all that is most characteristic in its spirit, and writing obscurity over the whole subject of its internal structure and its relations to other language.

It is no part of the present purpose to set forth with any fullness or particularity either the defects of our present systems or the evidence upon which it is now sought to restore the true; this has been admirably done by Prof. Richardson, and it is to his treatise, quoted above,

that we earnestly invite the attention of the teachers and other friends of learning in Michigan. All who have read it, so far as the writer is aware, have been deeply impressed by the clearness and cogency of the facts and arguments which are adduced in favor of the proposed reform. The present seems a favorable time for effecting this reform, especially in Michigan.

We happen to know that in some of our leading seminaries the question of some change, and what change, has been the subject of much thought and investigation. A change, moreover, is actually in progress. It rests with the teachers of Michigan to say, whether it shall be only a change, or a true and thorough reform carried up to the full extent for which there is an unquestionable historical and scientific basis.

DEPARTMENT OF PUBLIC INSTRUCTION.

BLANKS FOR ANNUAL REPORTS.

A supply of blanks for the annual reports of School Directors and School Inspectors, will be sent to the county Clerks of the several counties about the first of July. As these blanks will differ materially from those heretofore issued, it will be important for the reporting officers of the various townships and districts to apply for and obtain their share of the blanks before the time of making the annual reports. Reports made on old blanks will not be accepted.

Some remarks and instructions on the annual reports will be prepared and issued in the next month's Journal. Several questions on the School Laws have been received and will be answered next month.

STATE TEACHERS' INSTITUTES.

The Institutes of the autumn series will be held as follows:

At Romeo.....	beginning	Monday	evening,	August	27th.
At Birmingham.....	"	"	"	Sept.	8d.
At Corunna	"	"	"	"	10th.
At Otsego, Allegan Co.	"	"	"	"	17th.
At Monroe	"	"	"	"	24th.

An Institute of five weeks session will be held at the Normal School Building, Ypsilanti, beginning the first week in October. The Institute will be entirely distinct from the Normal School which will be in session at the same time. The school will, as heretofore, occupy the building in the morning, while the sessions of the Institute will be held only in the afternoon of each day. The object of this Institute is to furnish a more thorough review and drill than can be given at ordinary institutes. The Members will be required to spend the forenoons in study, and the exercises will consist in part, of regular recitations, of carefully prepared lessons. More full and particular information will be given in the next number of the Journal.

It is hoped that at least a thousand teachers will attend this series of Institutes. An examination to be conducted in writing will be held at the close of each Institute, and the Superintendent will give a recommendatory certificate to such as shall pass the examination in a satisfactory manner.

DISTRICT AND TOWNSHIP LIBRARIES.

Summer Orders.

IN accordance with the contract made by the State Board of Education, District Boards and Township Inspectors may order books again between the *first day* of July and *the fifteenth* of August. All books ordered, during this period, will be delivered within Eight weeks after the fifteenth day of August.

Circulars, containing the full list of books, selected by the State Board of Education, with the contract prices annexed, and instructions for ordering books, were sent to each township Clerk and district Director, about the first of last

January. As the officers receiving those circulars were requested to preserve them for this summer's use, no other circulars are sent out at this time. Any one wishing another copy of the circular may obtain it, by writing to the Superintendent of Public Instruction, Lansing, or to the Contractors, F. RAYMOND & Co., Detroit.

District Boards, wishing to replenish their libraries, should attend promptly to this matter, and send their orders before the time expires. The following is an extract from the circular:

BINDING.—The books are to be furnished in a uniform, strong and handsome binding, lettered on the backs for the Michigan School Libraries. They will be twice as durable as books in common binding, and the lettering will serve to prevent their getting mixed with other books and lost.

PRICES.—The prices at which these books are offered under the contract, are astonishingly low, being from 25 to 35 per cent. less than the ordinary retail prices, although the binding is much more costly and valuable. It is safe to assert that never before have standard books been offered to the townships or districts of this State at such cheap rates.

Orders for Books.—To facilitate the work of the contractors, and thus secure more favorable terms, the Board of Education found it necessary to adopt fixed periods within which books might be ordered. It is accordingly required that all orders for books shall be sent to the Contractors between the first day of January and the fifteenth day of February, or between the first day of July and the fifteenth of August. The District Boards, in case of district libraries, and the Township School Inspectors, in case of township libraries, should, therefore, as soon as practicable after the receipt of this list, select such books as they may desire, taking care not to exceed the amount of library money belonging to the district or towship, and send their orders to the Contractors, F. RAYMOND & Co., Detroit. The orders should mention the stations on the railroads, or ports on navigable waters, to which the books are to be forwarded. The charges from Detroit to such point will be at the ex-

pense of the district. Care should be taken to send money bankable in Detroit, or drafts on Detroit or New York.

ADDITIONAL LIST.

The following books have been added to the list by the Board of Education since the circular was issued.

Title.	Authors.	Price per volume
Bancroft's United States, 8th volume,	Bancroft	$1.55
History of the United States, 1 vol..	J. H. Patton	2.10
History of France, 1 vol.....	James White	1.81
History of America, 2 vols.....	Howitt	.85
Italy and the War of 1859, 1 vol...	....	.65
Stories of Inventors & Discovers, 1 v.	Timbs	.60
Oliver Goldsmith, 1 vol.	Irving	1.00
Life of Hugh Miller, 1 vol.	....	1.05
Life and Writings of Franklin, 10 vols.	Sparks	1.28
Life of Thomas Arnold, 2 vol.	Stanley	.81
Lives of the Presidents, 1 vol.....	Frost	.90
Lives of Mary and Martha Washington, 1 vol.....	....	.75
Letters from Spain, 1 vol.....	Bryant	1.07
Voyage down the Amoor, 1 vol.....	Collins	.98
Discovery of Fate of Franklin, 1 vol.	McClintock	.75
Up and Down the Irrawadi, 1 vol...	J. W. Palmer	.77
The New and the Old, 1 vol.....	"	.98
New American Encyclopediæ, 9 vol. .	Appleton's	2.67
Evenings at the Microscope, 1 vol. ..	Gosse	1.25
Chemistry of Common Life, 2 vol. ..	Johnson	.75
Great Facts, 1 vol.....	Bakewell	.95
Curiosities of Nat. History, 1 vol....	Buckland	1.00
Noyce's Industrial Information, 1 vol.	....	1.12
Popular Astronomy, 1 vol.....	Mitchell	1.05
Wonders of Science. 1 vol.....	Henry Mayhew....	.65
Peasant Boy Philosopher, 1 vol.	"	.65
Hickok's Moral Science, 1 vol.....	Hickok	.95
Butler's Analogy, 1 vol.....	Bb. Butler	.48
The Home Garden, 1 vol.....	Watson	1.30
Coleman's Agriculture, 1 vol.....	Coleman	3.40
American Farm Book, 1 vol.....	Allen	.74
Diseases of Domestic Animals, 1 vol.	"	.65
American Cattle Doctor, 1 vol.....	Dadd	.81
Muck Manual, 1 vol.....	Prof. Dana	.87
Dom. and Ornamental Poultry, 1 vol.	Dixon	.85
Pear Culture, 1 vol.....	Field	.81
Bee Keeper's Manual, 1 vol..	Miner	.81
Sheep Husbandry.....	Randall	.94

Book of the Faun, 1 vol.	Stephens	....	1.60
The Wheat Plant, 1 vol.	Klippart	....	1.25
Avoidable Causes of Disease	Dr. Ellis	....	.90
Our Farm of Four Acres	Mead	....	.42
Knickerbocker's New York, 1 vol.	Irving	....	1.00
Sketch Book, 1 vol.	"	....	1.00
Bracebridge Hall, 1 vol.	"	....	1.00
Tales of a Traveler, 1 vol.	"	....	1.00
Crayon Miscellany, 1 vol.	"	....	1.00
Capt. Bonneville's Adventures, 1 vol.	"	....	1.00
Alhambra, 1 vol.	"	....	1.00
Wolfert's Roost, 1 vol.	"	....	1.00
Home Whispers, 1 vol.	Miss Dimond	....	.63
Recollections of the Rev., 1 vol.		....	1.05
Pirate, 1 vol,	Sir W. Scott	....	.70
Rob Roy, 1 vol.	" "	....	.70
Kenilworth, 1 vol.	" "	....	.70
Tales of a Grandfather, 1st series, 1 vol.	" "	....	.70
" " " 2d series, 1 vol.	" "	....	.70
" " " 3d series, 1 vol.	" "	....	.70
" " " 4th series, 1 vol.	" "	....	.70
Tales of the Crusaders, 1 vol.	" "	....	.70
Wars of the Western Border, 1 vol.	Brewerton	....	.67
Indian Battles, 1 vol.	Frost	....	.70
Rifle, Axe, and Saddle Bags, 1 vol.	Milburn	....	.67
Æsop's Fables, 1 vol.		....	.67
Schooldays of Eminent Men, 1 vol.	Timbs	....	.75
Noble Deeds of Women, 1 vol.	Mrs. Starling	....	.67
Library of Nat. History, 1 vol.	Gould	....	2.37
Pioneer's Life in the West, 1 vol.		....	.65
Higher Christian Education, 1 vol.	Dwight	....	.83
History & Progress of Education, 1 vol.		....	.81
Lectures on Mental and Moral Culture, 1 vol.	Bates	....	.82
Habits of Good Society, 1 vol.		....	1.00
Afternoon of Unmarried Life, 1 vol.	Miss Mullock	....	.80
Eric, or Little by Little, 1 vol.	F. W. Farrar	....	.72
Teachers' Assistant, 1 vol.	Northend	....	.81
Boy's Book of Modern Travel, 1 vol.		....	.60
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Young Fur Traders, 1 vol.....	Oliver Optic	....	.60
Hudson's Bay. 1 vol.....	" "	....	.60
Bobbin Boy, 1 vol.....	" "	....	.60

BOOKS OUT OF PRINT IN LIST.

Iroquois.
French Rev. of 1848.
Child's His. of France (not yet published).
Conspiracy of Pontiac.
Architecture of the Heavens.
District School as it was.
Horace Mann's Lectures.
Confessions of a Schoolmaster.
Arthur's Temperance Sales.
Lectures on Temperance, Dr. Nott.
English Reformation, 3 volumes (Burnett).
Am. Farmer in England.

STATE TEACHERS' ASSOCIATION.

The ninth annual meeting of this society will be held at Ypsilanti, beginning Tuesday evening, August 21st. The programme, as far as at present known, will be as follows:

Tuesday Evening.

Address, by Rev. Wm. Hogarth, of Detroit.

Wednesday, A. M.

Annual Report of Executive Board and Officers of the Association.

Report of Standing Committees on new Text Books. Chairman, Prof. T. C. Abbot.

Paper, by Principal J. J. Sadler, of Sturgis Union School, on County Educational Societies.

P. M.

Address, by Prof. Welch, of Normal School, The Natural System of Instruction.

Report of Standing Committee on Courses of Study. Chairman, Prof. J. F. Carey of Normal School.

Discussion of the subject of prizes in schools.

Evening.

Address, by Rev. Thos. Hill, Pres. of Antioch College, Ohio.

Thursday, A. M.

Paper, by Principal Silas Betts, of Niles Union School, on the essential conditions of Successful Primary teaching.

Report of Standing Committee on Journal of Education; Chairman, Prof. Wm. Travis.

Paper by Principal E. Danforth, of Grand Rapids Union School, The duties and responsibilities of Educated women.

P. M.

Address, by———

Paper, by Miss A. C. Rogers, of Mich. Female College, On the duties and responsibilities of educated women.

Report of Standing Com. on Reforms in the School Laws; J. M. Gregory, Chairman.

Evening.

Address by Prof. A. D. White of the University. Historical Studies.

Friday, A. M.

Paper, by Principal G. W. Perry, of Monroe Union School, on———

Discussion. Comparative Values, as Studies, of Mathematics and Language.

Paper, by Prof. E. Olney of Kalamazoo College.

P. M.

Address, by, ———

Annual election of Officers.

Reports of Committees.

Reports from Auxiliary Societies.

Evening.

Address of Retiring President, and Social Session.

We shall be able to announce the names of those chosen to fill the blanks in the programme in our next issue.

EDITORIAL MISCELLANY.

DID you see that reproachful cry of agony which a father recently sent forth through the public press on discovering that his beloved daughter had been ruined in health in one of the public schools? Like thousands of others he had sent his child into the cramped confinement for six hours a day, term after term, and year after year, urging the teachers with all the power of a resistless public sentiment, to hold their pupils to an unflagging and ceaseless study, sending examing committees to inspect the intellectual attainments of the children, but never inquiring, for a moment, into their moral culture or physical health and growth; bestowing loud commendation on the evidences of thorough drill in arithmetic and grammar but passing without notice the curving spines and paling cheeks of little bodies

perishing for lack of care and cultivation, till suddenly he was roused from his bright dreams of the brilliant future of his cherished daughter by the terrible announcement of the family physician, that that daughter had contracted a curvature of the spine, and was an invalid for life!

How long will parents and teachers remain insensible to the fearful dangers to which they subject the tender and immature bodies of children by the long confinement in small and non-ventilated rooms? Could we uncover to the sight of the whole country, the spines slowly crooking and the chests contracting under the long sittings and the bad postures allowed among pupils, the incipient dyspepsias and consumptions slowly fixing themselves upon the vitals, amidst the impure air and the insufficient exercises of the school-rooms, how wild and terrible would be the cry of parental anguish which would lift itself over the land! We shudder at the inhumanity of the Hindoo-mother who casts her child to the crocodiles of the Ganges. How much less inhuman is the conduct of those Christian parents who crowd small and close school-rooms with a throng of busy, breathing children, and suffer, if not urge the confinement of those children for successive hours to hard benches, till their little forms writhe with restlessness or bend into fatal distortion. Nor would we excuse those teachers, under whose eyes all these things take place, and who take no steps to avert the danger: who never notice nor correct the bent and unwholesome postures, who leave their school-rooms unventilated till the air reeks with foulness and the windows drip with exuded and decayed matter, and who never urge their pupils to needed and wholesome exercise at each recess but shorten rather those recesses to the briefest possible space as if every minute spent in God's pure air was at the risk of the intellectual life.

Now the remedy for all this is not to pull down the school-houses, nor even to lessen the school time to three hours a day, unless in the case of children under ten years of age. *Hard study does not kill*, any more than pure water; unless pushed to excess and then it kills just as deep water sometimes kills, by depriving of vital air, and suspending the vital action.

1. Let the rooms be well and frequently ventilated.

2. Let children be required to sit and stand in erect and healthful postures, and let them be permitted to change their positions often enough not to become excessively weary.

3. Let a short recess be given at the end of each hour, at least to the younger pupils, and the usual middle recess be lengthened to 20 minutes.

4. Let regular systematic physical exercises be practiced on the play ground, under the teacher's direction, at each recess, and every pupil be required to take part. We shall never secure adequate and healthful care of the bodies of our pupils till the physical drill on the play ground is just as regular and constant as the study and recitation in the school-rooms.

It was remarked of certain schools where bodily culture was made to keep pace with the mental culture, that the children of the older classes were always the most healthy. And why should it not be ever thus? As the mind advances in strength and activity under the influence of a true education, why should not the body also round out into healthful beauty and power under a true physical cultivation? We commend this question to all who have the care of children.

BOOK NOTICES.

Willson's School and Family Readers. New York: Harper & Brothers.

This new series of Readers comprises five books, consisting of a Primmer, and the First, Second, Thirth and Fourth Readers, prepared by Marcius Willson, the author of several School Histories.

The first two books in the series do not differ materially in plan from several other modern readers of the same grade. The Second Reader has its lessons arranged under successive elocutionary rules which the lessons are adapted to illustrate. It gives also some object lessons on colors, and is provided with an illustrative chart giving and naming twenty different colors. The Third and Fourth Readers are made up on an entirely new plan. The successive lessons instead of being disconnected pieces on various subjects, are all related in topic and are hence like successive chapters of some regular treatise. The Third Reader is mainly devoted to Zoology, in the department of mammals. The lessons are finely illustrated with pictures of the various animals described. The Fourth Reader embraces lessons on Human Physiology, Ornithology, Botany and Natural Philosophy, with sketches from sacred History. The author has carefully selected the best poetry the literature affords on these several subjects, and thus greatly relieves the too great prevalence of the descriptive style of composition. Indeed, the most feasible objection to the plan of these books as readers is that it confines the pupil too much to the descriptive and didactic, and does not allow of a sufficiency of the oratorical, the pathetic, &c., in which the art of elocution finds its chief work and its most useful exercise. But the author seems to have anticipated this objection, and has thrown in a considerable number of other selections which without detracting from the general plan will add much to the value of the books as elocutionary manuals.

The idea of making the reading book a vehicle of valuable and systematic Instruction is certainly a good one, and Mr. Willson has wrought it out with eminent skill and judgment We commend the books to the examination of teachers.

The Atlantic Monthly for July

Is an excellent number of this valuable magazine, as will be guessed from the following table of contents: Meteorology, Treasure Trove, A Legend of Maryland, Hunting a Pass, The "Cattle" to the "Poet," More words about Shelley, Clarian's Picture, Spring, Rufus Choate, The Regicide Colonels in New England, To the Cat Bird, The Professor's Story, On the Formation of Galleries of Art, Darwin on the Origin of Species, Variety, &c. &c.

The style of the Atlantic is generally far higher and purer than that of the old monthly magazines. It has always about it the air and tone of our best authors and wits. The book notices are generally valuable criticisms upon the books noticed, and are worth the price of the Monthly. Published by Ticknor & Fields, Boston, Mass.

The Power of Religion on the mind in retirement, affliction and at the approach of death; exemplified in the testimony and experience of persons distinguished by their greatness, learning or virtue, by LINDLEY MURRAY. New York: S. S. and W. Wood.

Lindley Murray, the grammarian in his last will, bequeathed certain

funds to his trustees in America for the distribution of "books calculated to promote piety and virtue," desiring that the work whose title is given above should share largely in this distribution. It consists of short sketches of eminent characters in both ancient and modern times, illustrious for virtue or piety, and the general effect is to increase our regard and admiration for moral greatness and goodness. The sketches are simple and attractive, and the book is well calculated to promote the useful aims of its benevolent author.

Lectures on Natural History; its relations to intellect, taste, wealth, and religion. By P. A. CHADBOURNE, Prof. of Nat. Hist. in Williams College. New York: A. S. Barnes & Burr.

This little book embraces four lectures devoted respectively to the four topics mentioned in the title page. The author's enthusiasm has somewhat overborne his judgment, and he gives us continuous declamations, where we naturally look for facts and reasoning. Pruned of the excessive ornamentation, the argument for the Study of Natural History, drawn from its adaptations to develop the intellect, to cultivate the taste, to aid in the acquisitions of wealth, and to inspire religious sentiment, seems to us sound and conclusive. Despite their defects in style, these lectures of Prof. Chabourne's will help to inspire a more generous love for the study of Nature.

The Teachers' Assistant, or hints and methods in school discipline and instruction. By CHAS. NORTHEND. Boston: Crosby, Nichols, Lee & Co.

Mr. Northend is already favorably known to the teachers of the Country through his former work "The Teacher and Parent."

This new work is made up of a series of letters to young teachers. It abounds in valuable hints, illustrated by stories and anecdotes. Among the topics discussed are School discipline, Moral Instruction, Oral teaching, Recitations, Object lessons, Reading, Spelling, Penmanship, Grammar, Composition, Geography, Arithmetic, Bookkeeping, Drawing, Declamation, Study of Nature and words, Primary Schools, Habits, School examinations, &c. Valuable suggestions and plans for teaching the several branches are given, with practical illustrations, which will greatly aid the young teacher in his work. We cordially commend the book both to teachers and parents.

Hitchcock's Anatomy and Physiology. By EDWARD HITCHCOCK, D. D., and EDWARD HITCHCOCK, Jr., M. D. New York: Ivison, Phinney & Co.

This new work on Anatomy and Physiology strikes us, on a cursory examination, as one of the most valuable text books in this department that we have yet seen. The aid of the microscope has been liberally invoked and a fuller than ordinary account given of the elementary principles and tissues of the body. The statement of facts and phenomena is simple and plain, the arrangements natural and easy, the illustrations numerous and excellent, and the typography clear and conspicuous.

Manual of Geology, by EBENEZER EMMONS, late State Geologist of New York, and now State Geologist of North Carolina. New York: A. S. Barnes & Burr.

Prof. Emmons is eminently qualified to prepare a text-book in Geology. Long service, both in the class room and in the field, has made him familiar with the facts of the science and the requirements of students. This Manual is a systematic statement of the phenomena and principles of geological science. Much space is devoted to Palæontology which has latterly become the leading branch of the science, and what will render the work more acceptable to American students, the discussions are based mainly upon the geology of our own country. The illustrative cuts are numerous and well executed.

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F. M. ORMSBY, Superintendent of Public Instruction.
IRA MAYHEW, Late Superintendent of Public Instruction.
A. S. WELLS, Principal Michigan State Normal School, Ypsilanti.
J. ESTABROOK, Pres. Union Seminary, Ypsilanti, and President Michigan State Teachers' Association.
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Webster's Dictionary at Andover.

ANDOVER THEOLOGICAL SEMINARY, May 21, 1859.

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MICHIGAN

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I. Rest is a condition of matter produced by the equilibrium of all the forces acting upon it.

II. The tendency of all force is toward a state of equilibrium;—and this state must finally be reached; for, if the equilibrium of the force, *A* be disturbed by the action of *B*, this disturbance can only continue till *B* reaches a state of equilibrium; and if the equilibrium of *B* be disturbed by any higher order of force, *C*, such disturbance can only continue till *C* reaches a state of equilibrium; and if the equilibrium of *C*, or any higher order of force, be disturbed by the action of any other force of a still higher order, there will ultimately be reached a force, *X*, subject to no disturbance, and which will finally attain its equilibrium, thus permitting the lower orders of force to attain their equilibria, until universal and absolute rest shall result.

III. Any other inference must depend either upon the supposition of an endless series of forces, of which the remotest assignable is still subject to the perturbations of one still more remote—a supposition without any evidence to support it, and repugnant to our notions of causation—

or upon the supposition of a spontaneous change in the mode of action of some force, whereby that which had been done, is presently undone, or done differently, and so on, *ad infinitum.* But to suppose the mode of action of any force to be changed accept by supernatural intervention, is to endow it with capabilities which are not known to belong to material forces.

IV. It is impossible therefore, for any set of physical forces, of themselves to continue endlessly to produce motion, or change of any kind.

V. The very existence of change in the physical world, argues both a beginning and end of the present order of things.

VI. Man has appeared upon the earth while geological changes are in progress. Had these changes been progressing from eternity, all which geological causes can effect would have been completed an eternity since, and the matter of the earth would have reached a state of fixity and stagnation.

VII. The immediate results of this tendency toward ultimate rest, are a gradual disintegration of the continents, and filling up of the lakes and oceans, so that the solid matter of the globe, shall again be covered by a universal film of water.

VIII. The attainment of this end will terminate the existence of the human race, and all other terrestrial animals. Marine animals will survive during a subsequent epoch—thus being the last animal forms to quit the planet, as they were the first to people it.

IX. If it should be thought that volcanic elevatory forces will be likely to compensate for the disintegrations of the elements, so as to maintain the present relative levels of the land and water, it must be remembered that these are igneous forces, and have operated with greater

nergy during the earlier periods of the world's history than they can during its senescence; and that the inevitable refrigeration of the earth must ultimately produce a total cessation of their activity.

X. The extinction of existing races may possibly be brought about by the attainment of a fatal degree of cold, at an earlier period than the leveling of the continents can be effected.

XI. Whatever may be the ultimate occasion of the extinction of the present races, the uniform history of former races, forbids the hope of immunity from this vicissitude.

XII. The doctrine of the continuance of the succession of organic beings after the disappearance of the human race, and during the present cycle of matter, is opposed by the premises of the IXth proposition; for it seems likely that the disruptive agencies of nature have now so far expended themselves as to be unable again to create the circumstances which shall occasion the extinction of entire faunas and floras.

XIII. The cessation of organic existence through a fatal degree of refrigeration, must also be predicated, more remotely, upon the gradual cooling of the sun; for, according to proposition II. it is impossible for that luminary to continue to emit light and heat without an exhaustion of the material which supports this kind of activity.

XIV. The attenuated ether which pervades all space is a constant anti-centrifugal force, destined ultimately to produce a preponderance of centripetal forces and a precipitation of the cooled planetary masses upon the frigid center of the solar system—thus furnishing a still remoter means of the termination of the present condition of things. This is one stage in the cycles of matter.

XV. The tendency of all physical forces toward a state of equilibrium and rest, will result in a complete equilibrated diffusion of all self-repellant matter, and a concentration into one mass, of all self-attractive matter.

XVI. When light, heat, electricity, and other imponderable agents (if any) have become uniformly distributed throughout matter, and have thus been brought to a state of equilibrity both in themselves and in respect to matter, there can not be either sun, star, or other radiant source of light and heat, and the motions produced by these agents in the organic and inorganic worlds.

XVII. When this end is consummated, nature will be again in the state of primal chaos; and only the Almighty mandate can send it forth again upon its cycle of evolutions.

XVIII. This disturbance of the stagnation and immobility of chaos—this resurrection of matter from a state of natural death—may be effected by the forcible concentration of all the imponderable agents in the ponderable mass, and the forcible disruption of all the ties which had bound correlated existences together in their motionless and deathlike embrace.

XIX. This disturbance would again dissolve the frigid mass, unlock the bonds of chemical affinity, sunder cohesive unions, and drive the atoms of matter to the remotest possible corners of the material universe, or to the periphery of the sphere of repulsive tendencies.

XX. In this cosmical igneous vapor, the various forces of nature would begin at once to seek their equilibria;—heat would radiate into remoter space; the material atoms would move toward the center of gravity in proportion as the calorical repulsion should diminish; spontaneous rotation would ensue, accelerated as the mass should decrease; rings would separate and break up;

world upon world be detached, and each in its place would go whirling round its own center of gravity and that of the general mass; co-ordinate atoms would seek chemical unions; elements and compounds would liquify and solidify; and thus, in regular order, the several planetary masses would go through with their evolutions and successive adaptations to successive grades of organic existence, until again the disturbance would subside and matter would relapse into ancient chaos.

XXI. All the present motions of the universe, therefore, whether physical or physiological, are but the phenomena attendant upon the progression of matter toward a state of ultimate equilibrium; an agitation in the material universe caused by the interference of some supernatural agency—a momentary ripple produced by the Hand of the Almighty in the ocean of matter, destined speedily to subside, and perhaps again to be raised by the breath of Omnific power.

XXII. It is not likely that the material universe is infinite. If this were so, all matter could never be brought into one mass, though forever tending toward one center and accumulating there a mass of infinite dimensions.

XXIII. There must have been a beginning to this series of evolutions, or the existence of matter was coeval with the existence of its Creator. We may however assert that the duration of matter extends back beyond any assignable limit, and is mathematically infinite.

XXIV. If the age of matter is relatively finite, however incapable of expression by numbers, the Creator himself existed an eternity before the creation of matter, or even of spiritual existences.

XXV. It is not necessary to imagine the Creator inactive during this pre-eternity. Of his infinite resources,

some occupation was provided, suited to the Divine character, however the difficulty of conceiving it transcends our finite capabilities.

XXVI. Immense deserts of space exist in which none of the material works of GOD speak forth his praises.

XXVII. It is not likely our earth is the only sphere in the vast train of planetary and stellar worlds which is adapted to the occupancy of intelligent creatures.

XXVIII. As spiritual existences we shall probably hereafter commune with dwellers upon other planets, and shall find the bliss of heaven exalted by the new knowledge which we shall acquire of the condition of other worlds, and the moral state of other grades of organic existence upon this.

XXIX. While there are philosophic reasons for believing that the human race is not to be succeeded by any higher organism, it does not seem probable that the almost infinite past, and the almost infinite future of material history, should all be for the short life of *one race* upon *one planet*, or the equally short lives of other races upon the other planets.

XXX. While then our earth is destined to ultimate dissolution, it will probably be again renovated through a long cyclical series of changes, and again re-peopled by human beings.

XXXI. It seems equally probable that the present is not the only series of formative revolutions that the matter of our world has undergone, but that in another cyclo of its existence—or of the existence of matter—it, or a similar world, has had its revolutions, its upheavals, its denudations, its populations and depopulations, and finally its consummation of organic improvement in human races that passed into the spiritual world before the dawn of the measureless æons of the geologist.

XXXII. It does not follow that all these previous humanities have been fallen like our own. But in any event, the resources of redemption were always adequate.

XXXIII. We shall probably greet all these ancient populations of pre-existing worlds, as well as all those of contemporary worlds, with the sentiments of a common brotherhood, when we each in turn step from behind the material veil which shuts out our glances from the world of blessed spirits.

XXXIV. The vast duration of these great cosmic cycles affords a presumption that departed spirits are not awaiting in a state of unconsciousness, the final destruction of the earth and the formalities of a judgment day.

XXXV. Moreover, obliquity of any of the mental faculties—unconsciousness, insensibility, obliviousness, or any other abnormal state, is referable to a diseased condition of the material organism, through which in our earthly state, our mental faculties express themselves; so that spirits freed from the incumbrances of an earthly body, are incapable of unconsciousness, except by annihilation.

XXXVI. The righteous man when dying, therefore, enters at once upon a state of conscious and delightful activity. He joins at once the innumerable throng of those who have gone before from all the worlds of space, in all the cycles of the history of matter.

XXXVII. Though our own perceptions can not penetrate the spiritual world, and though our own minds can only act through material organs, it is probable that spiritual inteliigences are able to take cognizance of material things, and even interest themselves in the affairs of our earth.

XXXVIII. From the foregoing chain of ideas, we

discover the essential connexion of natural and theological truth—the impossibility of studying nature without learning of God, and the impossibility of understanding God without studying his works.

MEMORIES.

By Mrs. S. F. Haddock.

I'M standing 'neath the clustering trees,
That shade my early home;
And borne on every passing breeze,
Old memories thronging come;
Some waken smiles, some start the tears,
As fraught with joy or pain;
Thus wandering back through other years,
I am a child again.

Again upon the grassy plat,
That spreads before the door,
I gaze into the sky and dream,
Just as in days of yore.
Over the porch and round the eaves,
Still climbs the Ivy vine;
And from among its deep green leaves,
Peeps forth the eglantine.

Grandmother sits in the old arm chair,
Just as in the "*long ago;*"
With soft thin locks of snowy hair,
Combed smooth upon her brow;
Her pure white 'kercheif quaint and trim,
Is folded 'cross her breast;
And the glance of her eye, though dim,
Is full of pleasant rest.

A child, I sit upon her knee,
As oft' I've done before;
And listen to the tales she tells,
That hap'd on sea and shore.
Her tremulous voice, at evening hour,
I hear its music still;
So soft, so sweet, a wondrous power
It has my heart to thrill.

I'm playing in each shaded nook,
Or climbing o'er the walls;
Or down beside the babbling brook,
I'm building waterfalls.
Here too I gather lilies white,
And toss them in a watery grave;
Then watch them, as they glide from sight
Upon the dimpled wave.

Here in my quiet little room,
I sit at even tide,
And watch the mildfaced queenly moon,
Through the soft azure glide.
The roses and the lilacs bend,
Beneath my window sill;
They were the flowers I loved to tend,
I breath their fragrance still.

The orchard with its luscious fare,
I stretch my hand again,
To pluck the tempting apples there,
Alas, I reach in vain.
I hear my pet lambs bleating low,
Down in the meadow green;
But tears have dimmed my vision now,
They are no longer seen.

There's a group of friendly faces met,
Around the old fireside;
And I'm sitting by my mother yet,
Though long years since she died.
I hear them yet, the hymns of praise,
The prayer of faith sublime;
For the beauteous light of other days,
Is yet undimmed by time.

But changed are all the scenes I knew,
The valley where I roved;
The dear old home, the cherished few,
My child heart fondly loved;
The mossy bank where once I played,
No longer greets my sight;
The stream no longer charms the glade,
Kissed by the golden light.

A churchyard old and overgrown,
By moss and evergreen;
Where music like a far sea moan,
The wind harp makes unseen.

Here sleep the dead, a deep repose,
They wake not, neither dream;
And from mine eye the tear that flows,
By them unheeded seem.

A silence gathers over all,
That awes my mournful tread;
A solemn stillness—like a pall,
Flung o'er the sleeping dead.
Through the dim twilight of the past,
There comes a sad refrain,
It tells my heart I may not be,
A little child again.

JACKSON, Michigan, June, 1860.

THE SCHOOL-MA'AM.

THIS Association may think my subject an irrelevant one, and unworthy the notice of any member of this august body; but as few writers have discussed it, its introduction here, may be excusable, on the plea of rarity.

The Schoolma'am, that Goldsmith does not mention in his "Animated Nature," that Agassis has overlooked in his classification of the animal kingdom, this name, that Webster will not even admit into his dictionary, the "*School-ma'am,*" it seems to one member of this asscciation, is a subject of great importance, and worthy a better pen than mine.

As neither Webster nor Worcester have given a definition of my subject, you must take one, not found in the dictionaries.

A "School-ma'am" is a lady that "keeps school."

To be able to keep school, a lady must be well educated, and well informed.

By a well educated lady, we mean, one that is able to read in the *fourth reader*, tell the capitals of all the states, recite the multiplication table, cypher through fractions, and has studied grammar two or three terms.

By a well informed lady is meant one, that has read the county newspaper, Gulliver's travels, and the medical almanac.

A lady thus accomplished, is fitted to "keep school."

By "keeping school" we understand that the school-ma'am is to *keep* her pupils six hours each day; *keep* them reading, spelling and reciting; *keep* them with eyes on their books, when she is looking at them; and *keep* them in a solemn state of obedience; but the prime thing in *keeping* is, that the School-ma'am must "*keep* her hours."

It is necessary that these lady keepers, should have, besides, good dispositions; that is, "more or less." Their dispositions may vary from the sweetness of Chinese syrup to that of cider-vinegar, spiced with Cayenne pepper.

If a school-ma'am's temper be exceedingly sweet, her pupils will obey her from motives of love; if it be keenly acid, she may make herself feared. Both the sweet and the acidulated are considered good dispositions for those whose calling it is to command.

The great object for which the lady enters the school-room, is to prepare herself for the responsibilities of domestic life, and governing a private school of a limited number.

The school-ma'am's term is a probationary one, designed merely to test her fitness for the solemn duties of managing a school of one. If she serve well in the school-room a few summers, then she may be promoted to the honor of superintending the kitchen of some patronizing bachelor, or bereaved widower.

Of course, there are some other incidental rewards that help to repay her for her drudgery. She finds time to knit stockings, and piece fancy bedquilts, and she receives two dollars per week; but *these* are only accidental rewards.

In this country, school-ma'am's commence their work at the age of sixteen or eighteen, and continue it till eighteen or twenty years of age; when they have just begun to understand the business.

Then they graduate, and receive the honorary degree of *Mrs.*

A whole essay might be written upon the best method of spending this probationary season, but a hint can be given here.

The whole object of the school-ma'am being to get a school, get her wages and get a name, a little policy only is needed to ensure success. Of course, she will wish to make everybody believe that she is the most wonderful teacher ever heard of.

To do this she must flatter her pupils, make them think, if they are ignorant of any point, that it is wholly the fault of previous teachers, in short, she must slander and underrate every teacher, except teacher No. one, who should be lauded to the skies.

She must make her pupils love her.

She must make their parents love her; she must make all their cousins and half uncles love her. She must strive especially for the affection of Esq. Smith's family, for the Smith's have numerous connections, are rich, and have much influence.

She must also gain the loving favor of the directors' children.

She must keep good order, and walk all the Irish and Dutch children up to the chalk line of exquisite

behavior. But when she selects whips for the shoulders of these she must not get them long enough to reach over and hit the little Smith's or the directors' children. Bubby and Sissy Smith, little darlings, never did any thing wrong in their lives; they ought to have the privilege of throwing books at the heads of the stupid Dutch, and spitting in the faces of the dirty Irish, and they shan't be whipped for it. No, indeed.

As for the directors' boys, their *Pa* do'nt believe in corporeal punishment, and if she strikes one of them, she may expect her discharge forthwith. True, there may be *some* who must be whipped, but not *his* boys. If she wants them to mind her she must feed them on candy, and hire them to be good by giving sugar dogs and pretty pictures.

Observation shows that this school-management is strictly a matter of policy. She is most successful who pleases the greatest numbers.

We know that some pretend to argue, that the teachers aim should be to improve the minds and hearts of her pupils; that she should work for their greatest good, even if she should make herself unpopular for so doing.

Any one, it seems to me, can see the absurdity of such reasoning.

Talk about the *greatest good* to the scholars! Nonsense! If *that* was the object for which they labored, more than half of those engaged in "keeping school," would turn their backs on the schoolroom door, as the *greatest good they* could do the *learners* of society, would be to forsake teaching, and never more attempt to train "young ideas." Why not call things by their right names, and own that the "*greatest good*" is designed for the benefit of No. one.

These are the sentiments also of another class of

school keepers, that would not come under the category of school-maams, but we leave the description of them to some brother teacher.

The school-ma'am "boards round" and has a delightful time of it; just good exercise to walk two or three miles and be on the feet all day.

It is so pleasant to go visiting every day, for three months together. Of course, she never wishes a room to herself. It would be time thrown away to read and write out of school hours. She spends all her extra moments piecing fancy bed quilts, crocheting and embroidering.

She has no business to be tired, have the headache, and want to go away by herself. She must expect to spend every evening discussing the prices of butter and wheat, and hearing and repeating the neighborhood gossip.

Everybody wants the teacher to board with them. They want to get acquainted with her, they like to see how she dresses and they want to question her, and find out how much she knows.

Every one would rather board her than not, only they want to know two or three weeks before she is coming and make grand preparations. This sometimes subjects her to a little inconvenience. The first week she boards with the director, with whom she has her home; the second week, she is invited to go to a house more than a mile away. It is stormy, but she accepts the invitation as no one else seems ready for her. Tuesday night it rains torrent, she is without umbrella or over-shoes, and she half wades, half swims to her distant and temporary home. There are several families living near the school-house. It is only a quarter of a mile to Esq. Smith's, but they have company stopping with them and have sent her word not to come there. It is but a

few rods further to Mr. Brown's. But Mrs. Brown has sent her word not to come there "till she has whitewashed all the rooms, scalded the bedsteads, put down the new parlor carpet, made the sheets and pillow cases, and table-cloths, made soap, they kill the calf, and currants get ripe."

She will not stop at the director's, for only last Saturday, he complained of the onerous duties of his office; said the district only voted him five dollars for his trouble. He had to run around and look up the teachers, who made their home with him. Keeping them over Saturday and Sunday, was worth ten dollars any year. Then the school-maa'ms did their own washing, and his wife had to furnish soft soap and starch, and taking it all together, it cost more than it come to. He had rather be out of office than in. He had resolved that he would at the next school meeting resign and retire to private life. No, the school-ma'am does not go there, but plods on through the refreshing shower, quietly musing on the public spirit of the age.

In the course of the summer she has made her round, and tried the fare of every family in the district, from the Smiths, where they attempted to gormandize her, on sweetmeats and pound cake, to the O'Mulligans where she was fed on onions stewed in butter-milk and stale sour krout.

The school-ma'am is public property, all considering it their special business to discuss and criticise all her sayings and doings. Why should they not? They pay two dollars per week for the privilege.

What she wears, what she says, how much she eats, are popular subjects for public scandal.

Some think her extravagant because she wears a gingham dress, silk apron and morocco shoes. Everybody

knows that a calico dress, gingham apron and sunbonnet, should be her every day apparel.

Then she is going to hire her washing done.

Mrs. Brown thinks that an especial school meeting ought to be called to put a stop to such an outlay of the public funds. "The district can't afford to let its money go for such purposes. Can't do her own washing! It wont hurt her to black her hands! Such high "*popalorum*" is horrible!"

The Smiths think that the teacher is not aristocratic enough, and not well enough educated.

Miss Delia Smith attended a boarding school "down East," THREE months, and *there* learned to play the piano, talk French, German and Italian, finished Rhetoric, Philosophy, Astronomy and Chemistry, and *she* thinks all these ought to be understood and taught by the district school-ma'am.

Miss Delia has come to the honest conviction, that all teachers are ignoramuses, at least, the school-ma'ams are. To be sure the schoolmaster last winter was an exception. "He had beautiful white hands, wore a perfect love of a mustache, and made an elegant bow, but *such* exceptions are rare indeed."

The director thinks the school-ma'am knows altogether too much, for she worked on first trial an example in arithmetic that he thought no one but himself could do, the man that showed him how, being dead.

He is exceedingly vexed to be dismounted from his hobby, and he thinks henceforth that a woman might better be washing dishes, than studying mathematics.

It would be bad policy for a person to teach longer in one place than a term. We all know that scholars learn faster where there is a permanency of teachers, and care must be taken to prevent too rapid progress, else

teachers will be obliged to be better educated for their work.

Then, where there is permanency the pupils become acquainted with the teacher and will not respect her. In the winter a man will be wanted, for the large boys will then be in school, and some of them will need to be whipped, and a teacher must be employed, who has this extra qualification of physical strength.

So the school-ma'am is kept migrating, till she is as truely a bird of passage as any biped that inhabits our zone.

Two views may be taken of any subject. The subject of this essay is not an exception.

There *are* ladies who *do more* than "*keep* school," whose greatest ambition is not to forsake their high calling for some matrimonial alliance.

There are those who labor for a more satisfactory and lasting reward, than the few paltry dollars that are hardly enough for a decent support.

But such teachers are few compared with the great number that are called by the name.

We have known instances of teachers who remained long years at their posts, whom no discouragements nor fatigue could drive from duty. Such were MARY LYON and MARY GRANT, and *such* numerous others of humbler names, who have proved themselves blessings and "enlightened guides" to the young mind.

The teachers of New England will honor *themselves* in erecting a monument to the memory of HORACE MANN. The pupils of Mary Lyon have reared a marble testimonial of their love over the remains of their idolized teacher, and they still weep over her grave tears of grateful remembrance.

Let *us* at least, in our hearts erect a monument sacred

to the memory of the self-designing unknown ones, that have fallen in the cause for which we are fighting, and for which we expect to lay down our lives.

N. H. H—.

THREE RIVERS, 1860.

DEPARTMENT OF PUBLIC INSTRUCTION.

Fine Moneys for Libraries.

DECISION OF THE SUPREME COURT.

The People, ex rel. The Board of Education of the City of Detroit, v. George M. Rich, Treasurer of the County of Wayne. Application for a *mandamus*. Opinion by Campbell, J.:

A *mandamus* is applied for to compel the respondent to pay over to the Board of Education their share of moneys in his hands received from fines and recognizances. The question submitted is, whether the amounts paid in to him from those sources are liable to any deductions for expenses, either attending the collection of the particular sums paid in, or embracing the general criminal expenses of the county.

The present Constitution (*article* 13, *section* 12), declares that "The Legislature shall also provide for the establishment of at least one library in each township; and all fines assessed and collected in the several counties and townships, for any breach of the penal laws, *shall be exclusively applied to the support of such libraries.*"

So far as fines are concerned, this language is too plain to be open to construction. No deduction for expenses or otherwise can lawfully be made from such fines. The whole amount collected belongs to the library fund, and no portion can be applied elsewhere.

The other moneys appropriated for that purpose are so given, not by virtue of any constitutional provision, but under a statute, which reads as follows: "The clear proceeds of all fines for any breach of the penal laws of this State, and for penalties, or upon any recognizances in criminal proceedings,

and all equivalents for exemption from military duty, when collected in any county," &c., shall be apportioned among the several townships by the County Treasurer. This apportionment is required to be made between the first and tenth days of April, according to the number of children within the school ages, as appearing by the statements on file in his office [1 *C. L.* 753].

Except as to fines, which are now regulated by the constitution which was adopted subsequently to this act, the disposition of these funds is under the control of the Legislature; and it must depend entirely upon their action whether all or only a portion of these moneys shall be given for the town libraries. We must, therefore, look at the whole legislation upon the subject to ascertain the design of the act in question.

Chapter 155 of the Compiled Laws provides for the collection of penalties and forfeitures, and requires "all sums of money collected on account of any penalty or forfeiture" to be paid over to the County Treasurer. (2 *C. L. sections* 5,126, 5,127, 5,134, 5,135, 5,143, 5,150). The costs and fees are allowable as in civil cases upon the proceedings to collect and are separate from the penalty (*Sect.* 5,136, 5,140.) On indictments the costs are expressly given to the use, not of libraries, but of the county (*Sec.* 5,688). The whole amount collected upon the penalty itself is plainly required to be paid over to the County Treasurer by these sections. The taxable costs can not be deducted from the amount forfeited, but should be kept separate; and, if paid into the library fund by mistake, the mistake may be corrected.

By *Sec.* 5,151, it is declared that "Every County Treasurer shall keep an accurate account of all moneys paid to him on account of fines, penalties, forfeitures and recognizances, separate and distinct from all other accounts, and shall credit the same to the Library Fund," &c. And, by *Sec.* 5,152, it is directed that "All the moneys belonging to such Library Funds shall be apportioned by the Treasurer at the times, &c., and shall be paid over, &c., according to such apportionment."

The moneys belonging to this fund must necessarily in-

clude all that has been legally paid into it, subject to such deductions, after it has been paid in, as the laws authorize or require. Without questioning the right of the Legislature to make such deductions as they deem expedient, except from fines, it is very clear that until they see fit to make such deductions, — inasmuch as no money can be drawn from the treasury without some legal authority—the fund must remain inviolate. No provision of law has yet been enacted allowing or requiring any money to be deducted from this fund. The criminal expenses are not a charge upon it. The clear proceeds, therefore, as the laws now stand, include all sums paid into the treasury from the sources mentioned.

It is unnecessary to consider the collateral questions argued. We are of opinion that the Treasurer is bound to include in his apportionment, and to pay over to the several local officers, all moneys which are paid into his office on account of fines, penalties, forfeitures, and recognizances. A *mandamus* should therefore issue as prayed.

My answer to "Question 6," published in the June number of the Journal, was written before this important decision was made. It will be seen by this decision,

1. That *all moneys* collected on fines, or penalties or forfeited recognizances must be applied exclusively to the support of Libraries.

2. No deductions can be made from these moneys to pay costs of prosecution. "The criminal expenses are not a charge upon it. The *clear proceeds*, therefore, as the laws now stand, *include all sums paid into the Treasury from the sources mentioned.*"

Section 116 of the School Law requires the County Treasurer to apportion such moneys to the several townships of his County between the first and tenth days of April in each year. Any County Treasurer who neglected to make such apportionment in April last, may still be required to apportion the the moneys then on hand.

Section 110 requires the township Treasurer to apply for such moneys and to notify the Township Clerk of the amount.

In several counties there are large sums of fine money re-

ported to be on hand, amounting in some counties to over one thousand dollars.

If all the moneys collected from these sources should be paid into the County Treasury, instead of being retained, as they often are, by the officers making the collections, the library system of the State would receive a most important and much needed support.

Answers to School Officers and others.

QUESTION 8. A new district was organized in January from parts of two other districts entitled to primary school money: Ought the Township clerk to apportion any of the primary school money or two mill tax to said District?

ANSWER. 1st. The new district is equitably and legally entitled to its proportionate share of any public moneys which may remain unexpended at the time of the division of the districts. Section 97 of the School law, provides that the Township clerk shall apportion the primary school moneys belonging to his township "amongst the several districts therein entitled to the same, in proportion to the number of children in each between the ages of four and eighteen years, as the same shall be shown by the annual report of the Director of each district for the school year last closed." This ought not to be construed as a direction to the clerk to apportion the moneys to the identical districts which reported and to no others. Suppose that the territory of District No. 1, is annexed soon after the annual meeting, to District No. 2, or is distributed between No. 2 and No. 3. Now if the Clerk is to be guided in his apportionment solely by the annual reports of the directors, the money belonging to District No. 1, will remain unclaimed since the district has disappeared, while No. 2 and No. 3, though having all of the children of No. 1 to educate, get only the money which may be apportioned to them under their old reports.

In such case the clerk would evidently be justified in apportioning the money belonging to No. 1, to No's 2 and 3, its proper successors.

So also when a district is subdivided into two or more

districts at or near the beginning of the school year and before any school has been taught which will be chargeable upon the primary school money, the clerk may properly apportion the public money to the two new districts instead of the one old one. The directors in these cases would, of course, report to the clerk the number of children which each district had received from the old district or districts.

The law does not provide expressly for these cases but repeatedly (see sections 75 and 130) recognizes the right of a district set off from another, to a share of the property and of moneys to be received by the original district.

If before the division of any district a school had been taught to which a portion of the public moneys was to be appropriated, such portion should be paid to the old district on account of such school, and the remainder be apportioned to the districts as newly organized.

There is no statutory provision requiring the clerk to apportion money as above directed, but it comes clearly within that "sound discretion" which public officers are bound to use in the discharge of their duties.

2nd. The proceeds of the two mill tax are not to be apportioned on the basis of the last annual report, but "belong to the districts in which it was raised" (section 107). It must therefore be paid to the districts in which it was collected without regard to the limits of those districts at the time of the annual report. But no part of the two mill tax can be paid to a district which had not three months school taught by a qualified teacher the previous year. See answer to question 1, in May Journal.

QUESTION 9. Can a school district meeting after regularly electing district officers rescind the vote by which they were elected?

ANSWER. No. An election is not subject to a reconsideration.

QUESTION 10. In case of wilful injury of the school house or other property of the district by known trespassers, what is the duty of the District Board?

ANSWER. The District Board, by law, section 65, "have

the care and custody of the school house and other property of the district." In case of willful trespass they should call a special meeting of the district, and, if so instructed at this meeting, should proceed to prosecute the trespassers. Suit for trespass may be brought before any justice of the peace, if the amount of damages claimed does not exceed one hundred dollars and no question of title to real estate is involved.

QUESTION 11. Is it necessary, within the meaning of section 39, that the director's signature be on a teacher's contract?

ANSWER. The duty of the Director to make a written contract with the teacher, includes the signing of such contract as the proper evidence that he made it. The Director is the clerk of the District Board. As the law now stands it is properly the business of the Board, or a majority of them, to employ teachers, and the Director, as the clerk of the Board, properly executes and signs the contract. The majority may consist of the director and one other member, or of the two other members without the director, but still the action of the Board should be authenticated by the signature of the director.

QUESTION 12. What blank books are necessary for the directors' use in the business of his office?

ANSWER. The law only requires (section 38) the director to keep one book in which he is to "record all the proceedings of the district." The interests of the district require that he shall keep at least two other books, in one of which he shall preserve copies of the annual reports to the School Inspectors, lists of children of legal school ages as shown by his annual census, the doings of the District Board in the employment of teachers, &c., and statements of the annual receipts of the district from the primary school fund, and from the two mill tax, together with whatever other matters of permanent interest it may be desirable to put on record. The other should be a book of accounts in which he should enter all sums expended by him for the district,

for fuel, for repairs of school house, or for any other purpose, and all the warrants drawn on the assessor for teachers' wages, and also of all moneys received by him on account of the district.

If there is a district library it will be found useful to have another book, in which shall be kept a list of all the books, belonging to the library, with the cost of each, and the annual purchases of books. Opposite this list should be noted all books lost or destroyed with the date of such loss. All other matters pertaining to the management and use of the district library, the annual or quarterly reports of the librarian, the fines imposed and collected, the rules and regulations which may from time to time be adopted for the use of books should also be recorded.

[In too many cases the copies of the reports to School Inspectors, and other records required to be preserved by directors, are kept on loose papers and are speedily lost. To facilitate the work of keeping the records of the district, the Superintendent will at an early day prepare a book for directors with directions for keeping the same and specimen entries of various proceedings.]

Massachusetts Public School System.

Massachusetts is the mother of American public schools. The pilgrims who settled her shores counted as among the first duties of christian men to provide for the education of their children. Early in their history they ordained that every village of fifty families or over should maintain a school in which reading and writing should be taught, and every township, containing one hundred families, should support a grammar school where the Latin and Greek languages should be taught.

In 1789 each town was unfortunately empowered to divide its territory into school districts, and this district system has been more or less widely copied by other and younger states, our own among the number. For years past there has been a growing tendency to return to the township system. In 332 townships over 100 have voluntarily abolished the

districts and adopted the municipal or township plan. In 1859 the Legislature abolished the district system and transferred the duty of selecting teachers from the district officers to the township superintending committees. This law was subsequently repealed under the belief that some of counties were not prepared for its adoption.

Hon. GEO. S. BOUTWELL, Secretary of the State Board of Education, says in his annual report since published:

"I am now constrained to declare as the result of extensive correspondence and interchange of sentiment with the people of the State, that their attachment to the district system is not as strong as formerly supposed, and that a large majority are prepared to accept its unqualified abolition."

Mr. BOUTWELL'S report for 1859 furnishes the following description of the public school system of Massachusetts:

"There are in the cities and towns of Massachusetts three distinct school systems. First the municipal system. Where this exists the towns erect and support the school houses, and confide to the superintending (township) committees the selection of teachers. This system exists in eighty or a hundred cities and towns, which together probably contain more than one-half of the population of the state, and, in the character of their schools, they are far in advance of the rest of the Commonwealth.

"In the second class, about fifty in number, the towns erect and support the school houses, but the territory is divided into districts, and the power to select teachers is confided to prudential (district) committees.

"The third class comprises those towns whose territory is divided into districts, and in which each district is charged with the duty of selecting its teachers and providing a school house.

"In most towns where this system exists the districts are too numerous, the school houses are poor and inconvenient, and the number of pupils is insufficient to constitute a good school."

The Secretary expresses his opinion emphatically in favor of the first of these three, or the municipal system, and argues at length and strongly against the district plan.

The school fund amounted, on the 1st of June, 1859, to $1,523,319.33, and the income for the last year was $94,486.60. Only one-half of the income is distributed to the townships, upon the scholar; the other half is appropriated to general educational purposes. Among the appropriations we find the following:

For the support of four Normal Schools	$11.500 00
For aid to attendants in ditto . . .	4.000 00
For 48 state scholarships in the colleges	4.800 00

The young men, educated on these scholarships, are bound after graduation, to teach in the public schools of the State or else refund the money.

For the support of agents or lecturers	4,000 00

These agents visit the townships, hold meetings, give lectures and stir up and direct public sentiment.

For Teachers Institutes	$4,250 00
For County Teachers' Associations, to each	50 00
For State Teachers' Association	300 00
For the American Institute of Instruction on educational society	300 00
For salary of Secretary of Board of Education	2,000 00
For traveling expenses of Secretary . .	400 00

It will be seen that several of these appropriations are for objects to which no public support is given in our own state, as for example, those for agents, and those for teachers' associations. They evince a wise and liberal recognition of the indisputable fact that the success of a public system schools for the education of the people can only be made successful by awakening the enlightened and earnest co-operation of the people themselves. Our own school system owes much more of its success to the interest of the people in their schools, than to the inherent excellency of the system. We might with profit imitate the example of Massachusetts in these efforts to awaken and instruct the people.

Besides the State fund, several of the townships have vested school funds of their own. The law requires each town to raise by tax, at least $1.50 for each child between the ages of 5 and 15, as a condition of receiving a share of the State school fund. In 1859, 287 of the 332 towns raised $3.00 or more per child, and the annual average of appropriation of each child in the state was $6.34.

The average length of schools was seven months and seventeen days. The average length of schools in Michigan the same year was five months and six tenths.

The average wages per month of male teachers, including board, was $48.90; those of female teachers, $19.02.

These statistics are certainly honorable to Massachusetts, and afford one a favorable idea of her educational enterprize.

Nine Teachers' Institutes were held in 1859, with an attendance of 848 members. The expenses were $3,150.00 or $350 for each Institute. The attendance at the ten institutes held in our own state the same year was 1242, and the total expense $1,590, or $159 for each Institute.

The able annual report of Hon. GEO. S. BOUTWELL, from which we gather most of the foregoing facts, affords clear evidence that the cause of popular education is making good progress in the old Bay State. The children of the Pilgrims are not dishonoring the memory of their sires.

State Teachers' Institutes.

In accordance with the provisions of law, and in compliance with the requests of large numbers of teachers and citizens, the Superintendent has appointed Teachers' Institutes to be held in the following places, each Institute to begin on the evening of the day, named and to continue in session the ten working days thereafter.

At Romeo, Macomb County,	beginning	Monday,	Aug.	27th.
At Birmingham, Oakland Co.	"	"	Sept.	3d.
At Corunna, Shiawasse Co.	"	"	"	10th.
At Otsego, Allegan Co.	"	"	"	17th.

These Institutes are free to all who may wish to attend. They have been found of great utility to teachers, and the general testimony of school officers is, that those who have enjoyed the advantages of the Institutes have proved the best teachers. No effort will be spared to make the instruction as useful as possible to those who seek in this way to prepare themselves for teaching in the winter schools.

Board will, in most cases, be furnished gratuitously, especially to those who are present at the opening.

A written examination, similar to those held in the Spring Institutes, will be held at the close of each Institute and the

Superintendent will give a recommendatory certificate to those who shall answer the required proportion of the questions.

N. B. It has been deemed best for several reasons to withdraw, for the present, the appointment of the Institute at Monroe, advertised in the July Journal.

A State Normal Institute will be held at the Normal School in Ypsilanti, beginning the first Tuesday in October and continuing in session four weeks. The instruction will be given mostly in regular recitations, the members of the Institute being required to spend the forenoon of each day in study. The afternoons will be occupied in the recitations and public exercises. This institute will take the place of the short "teachers' session," usually held during the first five weeks of the Fall term of the Normal School, and a charge of one dollar for each member will be made to defray incidental expenses.

Libraries. School Directors and Township Inspectors should bear in mind that this is the time to order books for their libraries under the State Contract. See notice in the Journal for July.

STATE TEACHERS' ASSOCIATION.

The ninth annual meeting of this society will be held at Ypsilanti, beginning Tuesday evening, August 21st. The programme, as far as present known, will be as follows:

Tuesday Evening.

Address by Rev. Wm. Hogarth, D. D., of Detroit.

Wednesday, A. M.

Annual Report of Executive Board and Officers of the Association.

Report of Standing Committees on New Text Books. Committee, Prof. T. C. Abbot, J. M. Gregory and D. Putman.

Paper, by Principal J. J. Sadler, of Sturgis Union School, on County Educational Societies.

A. M.

Address by Prof. Welch, of Normal School, The Natural System of Instruction..

Report of Standing Committee on Courses of Study, Chairman, Prof. J. F. Carey of Normal School.

Discussion of the subject of prizes in schools.

Evening.

Address by Rev. Thos. Hill, President of Antioch College, Ohio.

Thursday, A. M.

Paper, by Principal Silas Betts, of Niles Union School, on the essential conditions of Successful Primary teaching.

Report of Standing Committee on Journal of Education; Chairman Prof. Wm. Travis.

Paper, by Principal E. Danforth, of Grand Rapids Union School, On Elementary Instruction.

P. M.

Thursday afternoon, Address by Hon. Geo. Willard, Member of the Board of Education.

Paper, by Miss A. C. Rogers, of Mich. Female College, Lansing, On the Duties and Responsibilities of Educated Women.

Report of Standing Committee on Reforms in the School Laws; J. M. Gregory, Chairman.

Evening.

Address by Professor A. D. White of the University. Historical Studies.

Friday, A. M.

Paper, by Principal G. W. Perry, of Monroe Union School, on ————

Discussion. Comparative Values, as Studies, of Mathematics and Languages.

Paper, by Prof. E. Olney of Kalamazoo College.

P. M.

Address by ————

Annual Election of Officers.

Reports of Committees.

Reports from Auxiliary Societies.

Evening.

Address of President, E. J. Boyd and Social Session.

The Executive Board earnestly invite a full attendance of the Teachers of the State. The programme presented is rich and various. Ypsilanti will hospitably welcome all who come. Let it be a reunion worthy the proud stand our State is taking in educational affairs. Come one, come all!

School Officers are cordially invited to attend and participate in the discussions.

The Railroads will doubtless give free return tickets as heretofore, though they have not yet been heard from July 17th.

NEWS AND NOTICES.

The *National Teachers' Association*, and the *American Normal School Association* hold a joint annual meeting in Buffalo, N. Y., commencing August 7th and continuing through the week. These will be valuable meetings, and every teacher that can go should attend.

The *Vermont State Teachers' Association* meets at St. Johnsbury, the third week in August.

The *Ohio State Teachers' Association* met at Newark, on the 6th of July.

American Institute of Instruction. — The 31st annual meeting of this association will be held at Tremont Temple, Boston, the 21st, 22d, and 23d day of August.

The *Wisconsin State Teachers' Association* will meet at Milwaukee the 1st of August.

Olivet College. The annual commencement will take place Wednesday the 15th day of August. An address will be delivered before the Gent's Literary Society, by Rev. S. D. Cochran of Ann Arbor, and a poem before the Ladies' Literary Society, by Mr. E. Barber of Vermontville, on Tuesday evening. The new Ladies Hall will be dedicated Wednesday, P. M. Address by Rev. S. Wolcott of Chicago.

Hillsdale College Commencement will occur Wednesday, August 8th. We have no notice of the addresses.

Prof. E. L. Ripley of Jackson, Rev. H. S. Stanley of Jonesville, and Rev. L. S. Hobart of Hudson, have been appointed State Visitors to this College.

Prof. E. O. Haven, formerly of the State University, has been appointed President of the North Western University, Evanston, Ill.

Silas Betts, Principal of Niles Union School, Wm. Travis, Principal of Union School at Flint, and D. B. Briggs, Principal of the Union School of Ann Arbor, have all resigned. The place of the last has been filled by the appointment of Mr. Grant, late first Assistant in his place.

O. E. Fuller, a recent graduate of the University, has been appointed Principal of the Union School, St. Clair.

Dr. Brunnow has ben re-elected by the Regents as Prof. of Astronomy and Director of the Observatory.

Vermont. Six Teachers' Institutes have lately been held in Vermont under the direction of Hon. J. S. Adams. Secretary of the State Board of Education. They are reported as having been quite successful.

EDITORIAL MISCELLANY.

AUGUST, bearing the name of the second Cæsar, is here again, laden alike with golden memories and golden grain, and resounding both with harvest songs and calls for conventions. It is especially the month of educational and scientific reunions. The long summer vacation releases the Teachers of the country from the School rooms, and sends them abroad to air their learning and renew for a short season the August-an age. State conventions and national conventions issue their calls, and the SCHOOLMASTERS, from colleges, academies and common schools, gather in council to exchange greetings and question how their grand work may best go on. There is a blessed prophecy and promise in these councils of the Schoolmasters. They prove that the men and women who have in hand the great

work of marshalling the incoming generation to their places and duties as the inheritors of our civilization and our States, are coming to a comprehension of the real grandeur of their task, and are girding themselves to a more strenuous endeavor to test the full power of education in the development of a riper and richer humanity. Let the rallying cry be heard, and every true teacher attend.

"Look on this picture then on that." The School Committee of Newton, Massachusetts, a few weeks ago, gave their forty teachers a week to attend a State Teachers' Institute, held at Waltham, rightly considering that whatever would improve their teachers would equally benefit their schools.

The Connecticut State Teacher's Association had advertised its annual meeting to be held in the city of New Haven, but the Teachers of the city were notified that they could not attend unless they would *make up the time* by continuing their schools a week during the sultry days of July. The President of the Association very properly postponed the meeting.

The Chicago Zouaves. — We adventured a few words editorially, in our July issue, on the necessity of caring for the health of pupils in our schools. Since that writing, the Chicago Zouaves, a military troup of sixty or eighty boys or young men, have passed through the country and stirred the public mind somewhat with their exhibition of strength and agility in their drill. Now since the old-time "general trainings" when the "militia came forth in blue coats, white pantaloons and red feathers to parade in the great meadow near our paternal domicil, and we school boys followed the "trainers," and decked our caps with the stray feathers that chanced to drop from their plumes, we have not been conscious of any feeling of military enthusiasm. But we confess to some degree of rejoicing at the exhibition of the Zouaves, and hope that they will inoculate our military young men with an ambition to emulate their excellent physical training. Their drill is said to require of them strict temperance and abstinence from all excesses, and patient practice of regular gymnastic exercises. We will not say one word against the "fuss and feathers," if our gentlemen soldiers will undergo a discipline so healthful and manly. And by the way why will not our State Agricultural Society offer a few prizes to be won by exhibitions of the best specimens of human strength, agility and skill. It is as essential to improve human flesh as horse flesh. Give us back the old Olympic games of Greece if you would see again the old Grecian style of beauty and grace, or the old Greek heroism. Let us have the foot race; leaping, hurling the cestus, pitching the bar, lifting weights and whatever shall produce and exhibit strength of muscle or skill in motion. The training which our young men would undergo to compete for such prizes would tend strongly to stay any tendencies to physical degeneracy which may be among us.

We shall be prepared to receipt at the meeting of the State Association any money due on subscriptions. Will not those who owe he Journal bring or send their dues at that time.

Prof. Estabrook who was to have edited this number, was gone up the lakes on an excursion, when the copy was wanted, and Prof. Carey, the next editor on the roll, not being ready, the labor fell upon the resident editor. We hope this will excuse the lack of the usual number of pages.

BOOK NOTICES.

Text Book in Intellectual Philosophy, for Schools and Colleges; containing an outline of the science with an abstract of its history, by J. T. CHAMPLIN, D. D., President of Waterville College. Boston: Crosby, Nichols, Lee & Co.

This little book of Pres. Champlin strikes us, on such short examination as we have been able to give, as an excellent text book in this important department of study. Following Hamilton chiefly in the doctrines taught, it is well arranged, brief but clear in statement, easily understood, and what is of great importance in a text book, it is made conspicuous to the eye by a judicious breaking into paragraphs, each one headed with a line in italic enunciating the particular thought which the paragraph unfolds. The history of Philosophy given as an apendix, adds very greatly to the value of the book.

Church Choral-Book; containing tunes and hymns for Congregational singing, by B. F. BAKER & J. W. TUFTS. Boston: Crosby, Nichols, Lee & Co.

We like congregational singing, and are glad to welcome any new effort to promote it. This book is convenient in size, neatly arranged and printed, and, as far as we can judge, a most excellent book.

A Knowledge of Living Things with the Laws of their Existence. By A. N. BELL, M. D. New York; Bailliere Brothers.

Dr. Bell as a Surgeon of the U. S. Navy, enjoyed rare opportunites for pursuing by means of wide personal observation, the study of Nature, and so in this little work on organic existences, we find a freshness of statement and an interest, that the work of a mere reader of books must always lack. It is one of the most racy and relishing books in this department that we have seen for many a day. It is full of rare and interesting facts, not however related as mere curious phenomena but as illustrative of some important principle or function of organized life.

Wood's Botany. Part I. ALPHONSO WOOD A. M. New York: A. S. Barnes & Burr.

Wood's Class Book of Botany, which superseded the manual prepared by Mrs. Willard in most of our schools, has been for some years a popular text book, and has contributed largely to redeem this useful science from the old reproach that pronounced it a "pretty study for girls," but of no practical importance. Since the first publication of Mr. Wood's book the science has been making large and rapid strides, and a new and manifold interest has been created in it. Mr. Wood has therefore re-written his book, and his publishers have issued Part. 1st in advance of the entire work, which will shortly appear if it is not already out from the press.

We pretend to no such familiarity with the science as to pronounce upon the merits of the book as a scientific treatise, but it seems well arranged as a text book for teaching, and we doubt not it will enjoy as wide a popularity as its predecessor. It is printed and illustrated with Barnes & Burr's usual excellence of typography.

Child's Book of Natural History, illustrating the Animal, Vegetable and Mineral kingdoms. By M. M. CARRL, New York: A. S. Barnes & Burr.

This book is designed to be used in teaching little children to observe and study nature. A somewhat elaborate essay on the principles and methods of instruction for the very young is given by way of introduction. The body of the book is occupied with an enumeration of some of the classes, orders and species of animals, plants and minerals, with some of their differences and characteristics. The book is arranged in the form of questions and answers.

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Educ P 189.2

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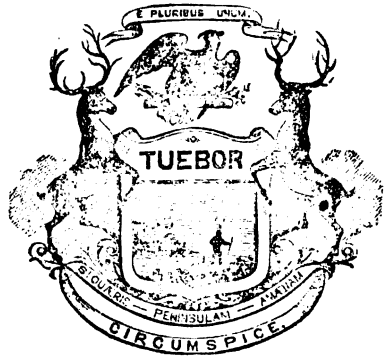
EDITOR FOR THE SEPTEMBER NO.,

J. F. CAREY,
Normal School.



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MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. J. F. CAREY, EDITOR FOR SEPTEMBER. No. IX.

RELATION OF BOOKS TO EDUCATION.

TEACHING is a manifold process, and is carried on by means of numberless agencies. From the cradle to the grave, man is a pupil—his teachers, every thing that offers an object to his senses, presents a fact to his observation, excites a thought, stirs an emotion, inflames a passion, creates or meets a want, stimulates or gratifies a desire. But of teaching in that more restricted sense which has reference to scholastic training, the true symbol to the popular apprehension is, in these latter days, a book.

It was not always thus. The time was when in the groves of the Academy, along the walks of the Lyceum, through the galleries of the Porch under the arches of the Atheneum, thronged the crowd of eager learners to the presence of the living teacher, to gather fresh from the lips of matured wisdom those precious fruits of knowledge which could not then, as now, be so readily purchased second hand at some literary mart. Then the media of instruction were the living voice, the kindling eye, the speaking gesture. Then the spirit of the teacher flowed out in his tones, lightened in his glance, fermented, transformed, translated to its own emotional and

intellectual sphere, the rapt soul of the admiring neophyte. Those were the palmy days of the living teacher. He was a priest. Sacred mysteries were locked up in the deep recesses of his capacious intellect. Oracles of divine wisdom uttered themselves in his words, inspiration flowed from his presence. Study was worship—the student an enthusiastic worshipper.

We live in other days. The veil of the temple of knowledge has been rent asunder. The stoled priests who once stood to guard its sacred avenues, are fled, or rather are now metamorphosed into humble servitors to guide the intrusive multitude to its accumulated treasures. Vulgar feet now wake the echoes in her most holy courts, vulgar eyes now gaze unrebuked upon her most hallowed rites. Learning is no longer shut up in those few great minds, that in former times dwelt apart from the masses of society—solitary lights amid thick surrounding darkness. All knowledge is popularized and brought to the doors of the humblest of the people. The printed sheets fall thicker and faster than the snow flakes of a wintery storm. The subtle, impalpable exhalations of thousands upon thousands of fermenting, seething brains, are condensed, crystalized and precipitated upon the printed page in forms more permanent than dissolving snow flakes. Books are now the great repositories of human thought and science, and where are books not found? How the press whirls, and clatters, and creaks. How the bound volumes cling, tier to tier, and shelf upon shelf, to the high, long walls of the great depots of the book-trade, or, failing to find lodgment there, settle in solid cords upon the broader, firmer floor. Thence, in myriad swarms, they take their flight along every avenue of travel, dispersing as they go, until the rustle of some wandering wing is heard in the remotest lodge of the wilderness.

In the abodes of civilization and enlightenment they encounter us in legionary numbers and shapes. Books in the cars, books in the steamboats, books in the shops, books in the homes—books upon the shelf, books upon the stand, books upon the table, books upon the chair, books in the closet, books in the drawer, books upon the window sill, books upon the floor—go where you will, they constitute almost a serious restriction upon the freedom of personal locomotion.

These other days in which we live are better days. We can not but rejoice at the variety, the multiplicity, the cheapness, the wide diffusion of books. Yet books —to speak only of those which are wholesome in their contents, may be overestimated as to the advantages they confer, may be abused, may be a source of positive and wide-spread mischief.

Books are not mind, they are not learning, they are not education. A man may be the owner, at law, of more books than press the shelves of the Bodleian, and still rank as the merest pigmy in intellect; he may thumb all their separate pages, yet appropriate no particle of all the learning they contain; he may dwell among these noblest and most perfect works of master minds from infancy to age, and yet the individual gifts, the native powers of his own mind, remain all undeveloped, uneduced.

Let us examine, briefly, the relation of books to education, and for the present, to primary education.

It is evident at once that the education of no human being ever commenced with books. However young he may have been when his school days began, he must already have learned many things. He has learned more or less accurately the forms and properties of a multitude of familiar objects. He has associated these forms and

properties with certain sounds of the human voice so that they reciprocally suggest each the other. He has learned to translate the language of emotion and passion as they express themselves in voice, look, and gesture. He has himself experienced all the simpler and stronger emotions which stir the human soul, and many of these subjective states he has learned to define by their appropriate vocables, so that he employs the terms, love, fear, hate, &c., with as much precision as the acutest metaphysician. He has become conscious of moral obligation, and learned its phraseology—right, wrong—ought, ought not, release or bind his heart, hand and tongue; all this and much more he has learned. Reason has begun to interrogate with endless questionings, and doubtfully to frame her responses. Consequent, antecedent, effect, cause, assert their unfailing connection; duration, space, number, are familiar ideas; fancy dances her merry rounds from morn to night; imagination in thoughtful hours begins to plume her nascent pinions. His education has progressed fast and far, and yet a book is to him only a thing of form and color, of weight and measure, perhaps of strange and puzzling mechanism.

Thus far, also, to the young student language answers exactly to its primary definition: "Articulate sounds of the human voice used by common consent as the signs of our ideas. His vocabulary has increased no faster than his thoughts, or rather his thoughts have far outstripped his vocabulary. The active little brain, flooded with the rush of new ideas, which come pouring in from every object around, is constantly putting its limited vocabulary to the rack, to make it stretch itself over his rapidly expanding thoughts. He wastes no words; all his language is deeply, sententiously, significant. The vagueness—as it seems to us—of the child's thoughts, arises much oftener

from the poverty of the language at his command, than from the intrinsic character of his conceptions. Who has not noticed the avidity with which such a child seizes upon a new or unfamiliar term, or form of speech, suggested by some kind artifice of parent or teacher, as he is laboring with some thought too novel or too complicated for his powers of expression? Address him in language, consisting partly of known and partly of unknown terms, so that he recognizes the dim outline, but not the express image of your thought, and with knitted brow and puzzled air, he will tell you, he does not know what you mean. Accost him in terms, as significant as you please, but wholly unknown to him, and he will turn upon his heel with a careless laugh, that tells you how much he appreciates your attempt at making fun. He has learned the right use of language, though he has not mastered its usages. Happy will it be for him, if, as his education progresses, he shall not rise superior to these first teachings of his unadulterated common sense.

But it is time now that our young tyro should begin —so we falsely express it—his education. Hitherto study has been play. His opening faculties have found delightful employment in ranging from object to object, under no control, but that of chance or inclination. These faculties need disciplining, and subjecting to the stern power of he will. His acquisitions of knowledge have been desultory, irregular, fragmentary. His present stock of ideas, in respect to all subjects, needs re-examining, classifying, complementing, supplementing. Above all, he needs to acquire the power and the habit of systematic, sustained, and, in a sense, exhaustive investigation.

Who shall be his guide as he enters upon and labors up these higher paths of knowledge? "A book," is the answer which the almost universal practice of the schools

sends back to us. Nay, it is replied, our schools are furnished with teachers as well as books. True, indeed, teachers so called. But do these occupy the first place in in our system of instruction? Are they the *teachers, par excellence.* Are books mere accessories to the teacher, or is the latter only an appendage—and that, too, not always either useful or ornamental—to the book. One well known fact decides the question. The youthful student upon entering school for the first time, begins his course of study with learning to read, and, for the most part, nothing else, and learning to read, too, from a book.

"Coming events," it is truthfully said, "cast their shadows before," and a very significant and sombre shadow is that which falls across the sunny path of the little one, as for the first time he finds himself flanking the teacher's knee, gazing in upon the open book at the strange characters which terminate his rigid index finger, penknife blade, pen or pencil. Oh! inspiring prophecy of what hereafter is to be the student's fascinating employment—to hang over books he does not understand. Oh! eloquent emblem of the teacher's noble art—to stand guide-post to a book—a true Memnonian statue that never utters a note, but when face to face with this only sun that ever warms him into life, or sheds a ray within the circuit of his horizon.

But let us inquire, what is the philosophy of this system of instruction. No topic connected with education has received, or should receive, more careful investigation than that embraced in the question, what is the natural order of studies? Studies, it is held, ought not to be pursued miscellaneously, whether regard be had to the knowledge or discipline to be acquired. No one branch of learning stands disconnected from every other branch;

each has its nearer and remoter relationships. One forms the appropriate introduction to a second, and these to a third. And so if we regard discipline only. Some are adapted to the powers of early childhood, others to those of riper years.

When a youth applies for admission to a school of any pretension to scientific methods of teaching, an examination is considered indispensable for determining at what point of the course of study his attainments qualify him to enter. The knowledge, which has been acquired, will determine the knowledge which is yet to be gained; the degree, to which his powers are to be tasked, must have reference to the severity of previous discipline. The results of his future studies should stand to those of the past, not as patches of brighter hue upon the faded ground of older acquisitions, but as undistinguishable portions of one homogeneous fabric. The object of each successive instructor, as the youth passes from hand to hand in the process of education, is not to aid in patching up merely a Joseph's coat of many colors, overlapping each other, and presenting strong and violent contrasts, forming a moley garb of scanty proportions and of little utility, but to display the folly of those who wrought it, and to excite the vanity of him who wears it—but rather to clothe the full mental stature with an ample, durable and graceful drapery, woven without a seam from the top to the bottom. This is true philosophy.

But if all the successive steps of education are thus related to each other, why should we take no account of the acquirements which are made previous to the date of the child's entering a school. The fact, that no such account is taken, except where regular school studies have been anticipated at home, is additional evidence to that already given, that the practice of the schools is based

upon the absurd assumption that the child's education begins when and where he learns to read.

We abuse our minds in the very term education. We associate it too exclusively with what is artificial, to the neglect of what is natural. In our use of it we confound culture with development. The latter, it should not be forgotten, is a growth and springs up spontaneously, and of necessity from the common level of the normal constitution of the human faculties—it is not a manufacture of the schools. The terms, educated and uneducated, are proper and convenient to distinguish those who have, from those who have not received scholastic training; but a man of sound mental organization, uneducated in any wider sense than this, does not and can not exist. The only proper aim of education is to foster and direct the natural tendencies to development in the child's mind, and the means to be employed for this object must be determined from what we observe of the natural conditions of its growth.

Under what conditions, then, takes place that rapid development of the child's understanding, and those no less rapid accumulations of knowledge, which characterize the first years of its existence. They may be summed up in these two. First, an endless variety of natural objects, presented to its senses, stimulating curiosity, awakening generally the mental faculties and leading it to seek for the hidden causes of things; and, second, the character of its social relations which are such as to gratify the irrepressible yearning of its nature to share its discoveries, emotions, &c., with others of its species. Now, if these are the means which GOD has instituted for the education of the little one, we should act upon the hint thus given us. We should endeavor to reproduce in the greatest possible perfection these conditions in the school room in its

surroundings, in its exercises, and in its instruction. These should all be such as are in harmony with whatever is most animating and joyous in the child's past experience, and the teacher—should he not, or rather should she not be all that the most tender parent is, knitting the young hearts to her own, by the magnetism of a loving nature, expelling fear and every depressing emotion, and by her own resistless attractiveness establishing that mutual interflow of sympathy and free communion which unlocks the heart, the imagination and every mental faculty.

Such a teacher of genial nature and generous culture has no occasion, at least, in the outset of her instructions for books, she ought not to tolerate a book. A book to a child of tender years that has not learned to read, is an unfathomable mystery. Except as to its material properties it excites no questionings of the childish curiosity; it stirs not at all its imagination; it is entirely outside of and unrelated to the sphere of its past experiences. The utmost ingenuity can hardly desire expedients without going aside from the book for making it a medium of sympathy, of fellowship between teacher and taught. What right has it then to the first place among the media of primary instruction? — above all what right has it to be, as it too often is, the one solitary objective vehicle of such instruction? What purpose does it serve but to obstruct the path of communion between two hearts and minds that ought to mingle into one, that must mingle or the work of education ceases so far as the teacher is concerned. What is it but a mental blockade, shutting up every avenue of the learner's mind by which the teacher would gain access to it—a blockade, so close, that it is never forced but by the irrepressible activity of the besieged and the alertness of its allies without. Is it not so? What excites the combativeness and destructiveness of a child like

an untelligible book, placed in his hands while immured within school-room walls? Bear me witness, ye ghosts of primers, spellers, readers, geographies, arithmetics and grammars that have perished in this internecine war. Could your coverless, dog-eared, be-slobbered, be-smeared, be-daubed, be-chewed, be-tattered, be-rent, and be-riddled relics be gathered into one vast sepulchre what open mouthed testimony would they bear against the barbarity of those who had necessitated this wholesale slaughter. Think not, reader, that we are jesting. This alarming waste of time, labor, paper, ink, and binding means something. It does not mean that the little fingers and teeth, which have been the instruments of it, are wantonly destructive, though many are the little hands which have been made to tingle under the false verdict. The books were put to the only intelligible uses to which those, to whom they were given, could apply them, and the multifarious, whimsical markings, erasures, dislocations, distortions, curtailments and diversified manipulations through which they were made to pass, are creditable evidences of the ingenuity of those little minds which really turned to good account, the folly of their seniors in cumbering their hands with such apparently useless lumber. Yes, it means just this that the child's mind grows, develops itself by a law of its own nature, and in spite of our efforts to suppress its inherent elasticity—that like a hardy plant it seeks out and assimilates from the most uncongenial evils those scattered and scanty elements which will contribute to its nourishment.

The objection may occur to some that the list of unfortunate books, given above, contains those not exclusively used in primary schools, and that the argument would thus seem to condemn the use of book altogether. It may be replied, that the list might be much farther extended

without justifying so broad an inference. This animosity towards books is not an acute disease which may attack the student in any part of his course; it is almost always a chronic disorder which was fastened upon the youthful mind at the period of their first acquaintance; or more properly when it received its first introduction to them, for unfortunately there was something in the presentation that begot a prejudice which prevented it from ripening into acquaintance, much more friendship. Many is the hapless youth professedly studying grammar, who has no idea of the proper use of a book, who has never been conscious of any distinction between the subject and the book. When he first went to school he studied his A. B. C. book, then his spelling and reading book—since then he has studied book upon book, and never expects to see the end of books till he sees the end of his school-days which twofold blissful termination he hopes may not be far distant.

To conclude then, it is held that the true use of books is not to introduce them until the child has measurably felt the want of them, and is prepared to prize them not as ends but as means.

That the young mind naturally loves knowledge and the healthful exercise of its mental powers.

That its first lessons should be not from books, but from natural objects, engrafting new and pleasing instruction upon the well rooted-thrifty stock of former acquisitions.

That teaching to read may soon be introduced but only as a subordinate exercise.

That the young student should never be allowed to forget that the only use of written, as well as spoken, language is the transfer of thought and feeling, and that hence the word, phrase and sentence method is the only philosophical one for teaching children to read.

That this method is best begun by blackboard exercises, written in the presence of the class, and—as we are inclined to believe—in the script character.

That every word, phrase and sentence should be the representative of some interesting object, idea, fact, or thought which has come up in the course of previous oral instruction.

That, when at length books are introduced, their use should at first, be restricted to the recitation, and only admitted as a privilege won by diligence and good behavior.

ADDRESS AT THE RE-DEDICATION OF THE NORMAL SCHOOL HOUSE, APRIL 10th, 1860.

By the Superintendent of Public Instruction.

(*Published by request of the Faculty of the Normal School.*)

ONCE more the Normal School Building stands erect and ready for use. Restored from the desolations of that fatal fire which, last October, swept it from battlement to base and turned its glory to ashes, it rises, now, again, in more beautiful outline and more convenient arrangement for the high public uses for which it was originally constructed. The old foundations tried and true as that sound and sterling public sentiment in which the institution found its origin, and these walls which the devouring flames, as if in reverence for their well won renown, forbore to demolish, are here as representatives of the past history of the school,—of the age before the fire,—and seem to say in their silent but solid way, that whatever was substantial and fundamental in the past, still remains. The new parts, in their more convenient and tasteful arrangements, tell of progress made, and are pregnant with a voiceless prophecy of other improvements in the school itself, which the experience of the past has dictated and rendered possible. Thus the Building rises

before us, like the institution it shelters, a compound of the *Past* and the *Future*—of history and promise.

But let me not be understood to imply that we to-day inaugurate the Normal School afresh: it is only the building which we re-dedicate. It was not the Normal School which perished in the fire: it was only the house it dwelt in, which fell a victim to the flames. Like some crustacean which, supplying the place of its cast off shell with a new and more commodious covering, carries all the vitality of the old organism over into the new dwelling, so the Normal School itself has known no interruption or abatement of its power or work. With an unconquered and unconquerable vigor, it bent but a moment under the blow that fell upon it, and ere the ashes of its old home were grown cold, the measured tramp of its unsurpassed discipline was heard in new halls, and the spirit of its severe and earnest scholarship was busying itself with new lessons and plumihg its wings for higher achievements. And we are here to-day to welcome it back to the old haunts, and to reinstate it in these walls which it has hallowed with its useful work. It comes with the solid foundations of its ancient discipline unshaken, and the superstructure of its old time scholarship unmoved. The new value and beauty of its renovated house do but symbolize the brighter glory and nobler work it is destined to achieve. It comes back with the vernal flowers and spring time birds to its chosen seats, as if it, too, were putting forth afresh after "the winter of its discontent" for a loftier growth and a more abundant fruitage. From its winter quarters, or its winter campaign rather, it comes to re-occupy these heights with undiminished numbers, and, with unabated hope and strength, to renew its contests with ignorance and vice. Long may it flourish to train yet other laborers for the great fields of Universal education, and to advance the teaching art to a wider and grander reach of power.

In re-dedicating, to-day, the Normal School building to its appointed work, it seems fitting to the occasion, and not unprofitable for the enterprize, that we shall review the relations of a Normal School to the general school system of the State. After the lapse, and in the light, of several years of successful experiment we may more safely and more certainly define its exact sphere, and pronounce upon its true utility; and a careful restatement of its

aims and capacities, may both aid its development and win for it a still more cordial as well as more consistent support.

1. The first and most obvious work of the Normal School—the work which furnishes its central and constructive idea—is that of *educating teachers.* I choose this term as embracing more than that of *professional training,* or *teaching the art* of *teaching;* for the true training of a teacher necessarily includes, to some extent, the idea of general education, or instruction, in branches of learning.

It is sufficient for the student in the law or medical schools to possess such a knowledge of the elementary branches of learning as shall fit him to study intelligently the law book or the medical treatise. It is the ready and correct application of legal principles, or the skillful administration of medicinal agents that he wishes to acquire; and the branches of ordinary learning are only paths and helps by which he reaches his end. It is *law,* not *learning* which he expects to administer; medicine to the stomach, not mathematics to the mind.

But these branches of common learning are the very tools of his trade to the teacher. They are the statutes by which are to be tested and governed the processes of his pupils' minds; the aliments by which the scholar is to be nourished into strength; the fields on which he is to be exercised, and the mighty and magnificent possessions into which he is to be inducted. The teacher's professional skill consists not merely in the knowledge of processes of teaching and principles of Pedagogy; but in a close and intimate acquaintance as well, with the knowledges in which he is to instruct.

The general scholar may be permitted to pass the studies of Arithmetic and Grammar, for example, with a sound knowledge of their general principles and applications, such as the Academy or Union School will afford him, but the teacher must study these sciences with a far deeper reach of analysis. Penetrating within their profounder depths, he must carefully measure the steps by which they grow up from ultimate facts and axiomatic truths, that he may see clearly the path by which the mind of his pupil mounts up to their full comprehension. He must go over their territory as a general goes over a proposed battle-field, and mark with a close survey every point where his pupils will have to grapple

in stern encounter with each new principle and varying process. He must carefully scan the natural and logical connections of fact with fact and truth with truth, for it is along these connections that the intellect travels in its attainment of science.

Each study, too, should be known to the teacher in its picturesque and poetic relations; in those pleasant and attractive analogies and resemblances in which the power of illustration resides, and by virtue of which historic time becomes a great territory with epochs and centuries for continents and kingdoms; or a mighty stream with rushing nationalities filling its channels, now confluent, now divergent, as the tides of national life ebb or flow; by which language grows up as a tree from its radical words, as roots, parting in its upward growth into dialects, idioms, sentences, and bearing as its ripened fruit the rich treasures of eloquence and song; by which indeed each science, and subdivision of a science, finds in natural scenery, some fitting symbol through which it can be made clearer to the childish sense. Truth exists in nature only as a concrete—never in abstract--and the mind must have gone far on in its educational progress ere it can dispense with the aid of sensible representations in its attempts to grasp pure abstract truths.

Is it not apparent, then, from all this that the *Education* of *Teachers*, which we have already admitted to be the first and most obvious work of the Normal School, must embrace as one of its main elements, this thorough and exhaustive instruction in the common branches of learning?

The other and co-ordinate element of the education of teachers is the knowledge of the mental faculties answering to these sciences. God has set over against each other the human intellect and the fields of knowledge. For each realm and part of science there is an answering mental power,—an eye for the beautiful, an ear for melody, a memory for facts, a conscience for virtue, a taste for the æsthetic, a reason for relations and ultimate truths; and thus for every order of knowledge, from the lowest to the highest, whether in mathematics or metaphysics, in physical science or philosophy, a responsive faculty and process of the mind has been ordained. Each study calls into exercise its own appropriate faculty or set of faculties, and the true

teacher must be trained to know the faculties which each study requires for its conquest, and which each is adapted to cultivate.

But these faculties have, also, each their own time of appearing in the unfolding mind of the child, and their own laws of development and growth. The senses begin their work when the eye opens to the light and the ear drinks in the sweet music of the mother's voice. Sensation speedily ripens into Perception, and the little mind comes to know and believe in an external objective world. A few months later Memory follows. The consciousness recognizes the identity of repeated perceptions, and the child remembers the mother's face. Perception growing stronger, attends to resemblances, contrasts and other relations which furnish to Memory her chains of association whereby she holds her treasures. Soon Imagination begins to paint pictures for the dreams of hope. But not till childhood has ripened far towards manhood does the highest Reason come with its grand abstractions and broad generalizations.

The appetites awaken with the senses themselves. The passions unfold in their seasons through the growing years. Conscience comes to be a controlling power, only after the understanding has compassed the high distinctions of right and wrong, and acknowledged the universal obligations of virtue.

How unwise and futile the teaching that takes no notice of this successive development of the mental powers and faculties, but sets the pupil to the work of learning logical abstractions while the reason still sleeps in its infancy, and memory is wholly unfurnished with the facts on which all reasoning must proceed, if it proceeds safely.

It is obvious, therefore, that the professional training of the teacher in this second department—this knowledge of the mental faculties which it is his business to develop—must proceed in conjunction with the study of the knowledges to which these faculties respectively apply. Not the mind alone, by itself,—the mind as an isolated and unadapted power,—but the mind as the instrument of knowledge, and answering in its development to the natural order and relations of science, such is the mind the teacher is to educate.

Indeed, a true science of education must have these

two parallel facts as its basis,—1st, a logical connection of sciences growing out of, or succeeding each other, in a certain natural order, and 2d, a logical development of the mental powers, unfolding from each other in an established natural sequence. These two answer to each other with an unvarying fidelity. Without pausing here to indicate the natural order of the sciences, as I have briefly hinted at the order of mental development, it is sufficient to my present purpose to remark that all school room arts or processes of teaching must be based upon these observed connections and sequences of knowledges, and these responding developments of mind.

The education, then, which it is the business of the Normal School to provide, must comprise both the study of science and the study of mind. In the light of these two the whole art of teaching stands.

2. But the education of teachers is not the only service which the Normal School can render the cause of public education. Next to furnishing to teachers professional instruction, is the promotion among them of that professional interest and feeling, that *esprit du corps*, which will animate and sustain them in their work. This spirit the Normal School may largely serve to produce and maintain.

It has already accomplished much in this direction, first by exhibiting to teachers themselves the real dignity and importance of their work, and next by elevating the business of teaching, in the public esteem. All reflecting minds must have observed the increasing estimation in which teachers are held in our State within the past five or ten years.

And this increasing regard for the teacher's calling is itself a most important element and condition, in the work of supplying teachers for the schools. No employment will command the life-long services of any considerable number of educated people, which degrades them below their due place in the public estimation. If it be asked why so few young men and women have adopted teaching as a permanent business, the reply must certainly be, not merely nor mainly because of the inadequate remuneration, for the wages of able and experienced teachers are usually higher than those of clergymen in the same communities; but because of the low esteem in which teachers have been held. It is not the pros-

pect of making more money, but the certainty of gaining more influence—of being more a man among men—that induces so many of the graduates of our Normal School and Colleges to leave the ranks of teachers and betake themselves to the law, or the pulpit.

When the village schoolmaster shall come to hold as high and as influential a place in the community as the village lawyer or clergyman or doctor, then will the schoolmaster's place be as permanently filled as either of these others. Till then we must be content to see the Teacher's office occupied by young men who pause in it only till they can enter the broader arena, and strive for the loftier prizes of the recognized professional life.

It would be easy to prove that no nobler calling exists among men than that of the teacher. Working on human souls—the most valuable and enduring of all materials, and wielding the knowledges—those most potential of all agencies, all society bends to the influence of his work, and the unending ages bear the stamp and impress of his power. No other so deeply affects the national life as he, and no other finds opportunities to establish so strong a personal influence over men, as that of the teacher over his pupils. Such men as Dr. ARNOLD of England and Dr. NOTT of America, have, through their pupils, influenced the policy of their respective nations, and many a teacher of less note has been, through life, counted as the confidential adviser of the men whom he has educated. Through their pupils, Aristotle, Pythagoras, Luther and Loyola ruled the world.

Nor are the personal advantages of the teacher's calling less marked and valuable. No other profession is so favorable to high culture and extensive learning. Teaching is itself the most effective method of study, and the teacher who studies as well as teaches can not fail of ripe and accurate scholarship. I here assert my full and deliberate conviction that a careful and thorough comparison of its power, its usefulness, its influence on personal character and happiness, will show the teacher's profession second to no other in its claims upon young men of talent and in the advantages it offers them. In all the elements of real grandeur and far reaching power, in the nobleness and benignity of its work, and as a stand point of mightiest influence over man and society, it knows few equals and no superiors among the employments of men.

And may we not confidently expect that the day will come when this fashion of studying law, as if that were the only, or most direct highway to influence and honor and wealth, shall cease? Will not the time come when the thronging squadrons of brave spirits that now rush upon this bridge of Lodi, will pause and notice how few live to reach the farther shore; how many fall in the mire and are trodden under foot, and how many, even, of the victors come off with the glory and beauty of their moral manhood all scarred and withered—maimed of their noblest impulses, and having lost all but their suspicious astuteness and the keen glittering intellect by whose sharpness they have won their way? Even now the world looks upon the young man entering the law as a self-devoted victim to the demon of personal ambition, and counts him henceforth as one to be watched and feared. A truer personal culture, and the higher views of life which will grow out of a finer civilization, will come in time to lead our best minds to the less noisy but wider fields of power open to him who devotes himself to teaching mankind. In the retrospects of history we have long since awarded the high places of honor to the teachers of the race. Aristotle, Plato, Socrates, Pythagoras,—these are among the really great names of history, and the empire they established over the minds of men long survived the crumbling capitals of the kings of their day. If it be said that these were only the highest grade of teachers, the born kings of philosophy and pedagogy, the reply comes ready, so also the lawyers and the physicians who give character and currency to their profession, are the few chiefs,—the undistinguished masses shine only with a borrowed lustre. Strike out a BLACKSTONE, a MANSFIELD, a COKE, a MARSHALL, a WEBSTER, a CLAY, a few regal names that have made the bar radiant with the light of their genius, and the law would lose speedily enough the attraction which now allures so many young men emulous of WEBSTER'S honor and of CLAY'S renown.

I would not be understood to disparage the profession of the lawyer. It was my own chosen profession, and the only one which I regularly studied. Much less would I institute invidious comparisons between the different professions. I would only, in justice to the teacher, and to our school system, strip it of the delusive glit-

ter in which a false ambition has clothed it, and let it stand side by side with the other professions as being like them the simple arena in which courage and patient toil and true merit can alone succeed, and whose crown of success, as rarely and as hardly won as any other, is after all no brighter or more glorious than that won in any other calling. I stand here, only, to claim boldly, and in the face of the whole country, that the teacher's place is as high and as useful as that of any other human employment, and to say to the present and all coming generations of students in this Normal School, "*Cleave to your business*"—There is no other field where you may do nobler work—work that the world will not forget, or where you may wield a wider influence and win a grander name. All the elements of real greatness and power are here. Spurn the delusive cry that would lead you to the lower and muddier forum, noisy with the strifes of selfish demagogues, which it is foolish to mistake for the struggles of genius and the breath of fame. A nobler and more lasting influence is yours. It is not the noisy tempest that goes shouting over the continents, and rouses the ocean into tumult that drives this great world forward in its course. It is the silent but strong attraction, which reaching down from the great central light, lays its hands softly upon each mountain and molecule, and binds each to the great centres of influence and power.

So the real motor forces in society and government are not the noisy mob-like movements of political campaigns or the feverish rush of trade and commerce, but the teaching that comes to lay its hand silently upon the hearts of men, and binds them by the potent strands of truth, to the great centres of Home and Heaven. It may be more congenial to the impetuous spirit of a too thoughtless youth to ride on the crested wave and to mingle shouts with the storm; but it is the mark of a truer and wiser soul to stand calmly by the capital places of power, and to lay thoughtful and mighty hands upon those great attractive forces to which the storm itself must bend in stilled and patient submission at last.

Already the Teacher's profession in its higher ranks has successfully asserted its claim to public honor. The professorships in our Colleges and Universities are counted

prizes which even the lawyer does not disdain to covet, and the Judge gladly accepts. No name is more coveted and more frequently assumed for the honor it is supposed to bring than that of professor. Let the same ripened experience and ripened learning be found as it certainly may come to be, in the common school, and the homlier title, SCHOOLMASTER may be worn with like honor. Why may we not, indeed, look to see in the coming years a race of dignified scholarly men and women, passing their lives in the noble work of training children, in the common schools,—the stately residence of the settled schoolmaster rising beside the dwellings of the attorney, the minister and the physician? Germany has thousands of such men, men working in the common school but with as much learning and cultivation as are found in our college professors,—men of genius, authors, scholars of rare attainments, gathering around them libraries and all the refinements of a literary home, but still schoolmasters, busy daily with the great and to them holy and delightful work of training the intellects and hearts of little children.

The model schoolmaster of the close of the nineteenth century will be quite a different figure from Dominie Sampson or Ichabod Crane. A true and high culture will lend dignity to both his mind and manners. A broad-breasted, generous philanthropy, enobled and inspired by his scholarly pursuits, will give to his presence both grace and power. Borrowing from his association with childhood, simplicity and truth, and from his studies wisdom and strength, he will dwell among his neighbors, the courteous gentleman, the revered citizen, the prudent counsellor and the beloved friend.

It is to the education of such teachers, and to the cultivation of a professional spirit that shall retain such teachers in their chosen sphere, that we, to-day, re-dedicate this Normal school house. We ask the Normal School not only to send us well educated teachers, but to make teaching honorable,—to inspire in its pupils, and to show to the world, by all the light and glory of its best demonstrations, this higher and truer view of the Teacher's work,—to lift the art of the Educator into such true and honorable esteem that it may attract to its fields of labor, its due share of the best minds, and may assist and reward their efforts with the due meed

of public regard. In short, we ask of it, as far as its influence extends, to make the teacher's work a permanent life-work, and to save us from the mortification of seeing, annually, some of its most promising graduates laying aside the robes of their high office, and turning aside into the noisier but not nobler pursuits of politics and law.

3. But there is still remaining a third department or sphere of labor into which the Normal School should extend its efforts. It is the investigation and advancement of the Science of Education.

The science of Education is yet in its infancy. After nearly six thousand years of daily observation of childhood, and of the eager delight with which successive generations of parents have marked each step of progress in their children, each new forthputting of the childish intelligence, we have to stand here, in the afternoon of this Nineteenth century, and confess that among the sciences which have been unfolded by human genius, some of them scarcely a century old, there is none so imperfect, so nearly unknown even, as the science of Education. The Mathematician constructs his equations, and with an unerring confidence points his finger to a new planet hidden in the far off heavens. The chemist applies his reagents and tests and pronounces with a positive certainty upon the elementary character of whatever compound comes under his eye, detecting the faintest traces of any substance which hides within it. The anatomist finds a single bone and reconstructs in thought, the animal to which it belonged though no human eye ever saw it alive. The metaphysician pursues truth with his subtle analysis till she stands revealed in the absolute and unconditioned. The agriculturist applies his culturing art with an assured confidence to the growing corn. But what mathematics has yet measured the orbits of the mind? What chemistry has taught the potencies of truth, or traced the indications of latent genius? What agriculture has prescribed the seed time or harvest of the soul, or revealed the art by which the budding intellect shall be ripened into mature growth?

What, indeed, are almost all the processes of our schools but the tame re-travel of beaten paths, or the rank empiricism of unphilosophical experiment? How uncertain, in any given case, is the result which shall flow from the schooling of our children? Where is the school which is

not in some part and to some extent still, a Procrustean bed; the pupil that is too short must stretch or be stretched; the pupil that is unfortunately of too tall a growth for the ordinary course of puerilities must lose his head or take to his heels. How many ruined intellects, spoiled in the training, lie scattered through the land, telling of the fatal mistakes made in the school rooms.

I would not make any sweeping condemnation. It is of the lack of certainty in our educational art as applied to any given case, of which I speak. The divine adjustments of nature's truths to the human mind are so manifold and healthful, and the power of a strong and educated mind over a weak and ignorant one is so plastic and inspiring, that our schools have yielded rich harvests of good, in spite of their lack of science; but how much the result depends upon chance. Who can pronounce with certainty upon the school-fate of any group of pupils, or say whether the school shall develop any or all of them into true scholars and educated men? Our teachers are miners prospecting for intellectual gold, rather than artists working the rich metal into shapes of predetermined use and beauty. They apply to the mass of childhood the common processes of the school, hopeful of the result, but knowing no art by which they may convert the uncertainty into a triumph—the possibility into a ripened certainty of good.

Nor would I underrate the labors of modern educators, in thus pronouncing upon the immaturity of educational science. Many a patient thinker is at work in our schools striving to learn the true laws of mental growth, and the certain processes of mental culture. FRANKE, PESTALOZZI, and ROUSSEAU, LOCK and MILTON have wrought and written, and through the labors of such as these the possibility of a science of education has been fully proved. The Normal School itself is a testimony to the growing belief of the State that education is a science to be studied, and that educational art may be reduced to fixed laws and rules.

But the Normal School must still, to a great, extent, discover the science which it teaches. It finds no standard authorities or extensive libraries of professional literature prepared to its hands; no ponderous tomes written by some BLACKSTONE or KENT of Pedagogy, no huge digests of reported cases and decisions of learned judges of the

schoolroom, no COOPER on mental anatomy and surgery, no EBERLE on medical practice for the mind, no great volume of Therapeutics or Materia Medica for the maladies of the soul. Save a few practical works, which may serve as manuals for school room duties, and a few books written to exhibit the statistics or prove the values of education, we have but little in literature that claims consideration as educational science. Many partial hints lie scattered through the writings of our educational men, but no great text book of the science has yet appeared in our own language, at least. The Normal School is therefore called upon by the necessities of its work, to institute a systematic investigation of the fundamental laws and underlying principles of the proper scientific culture of the human powers—to seek to develop, in brief, a true science and art of pedagogy.

A hasty glance at the aims of such an art will exhibit more fully the mission of the Normal School in this department of its work. Taking the old and convenient tripartite division of education into physical, intellectual and moral, I remark, first, that a true pedagogy will seek to develop and discipline the physical nature into a healthful growth and a vigorous strength, to make the body the fit residence and instrument of an educated soul.

The need of physical education is already coming to be generally acknowledged; but how much physical education can accomplish is but little understood. We ask of the Normal School to demonstrate both the methods and the measure of a true culture of the physical powers. The necessities of the intellect itself demand that this physical culture shall keep pace with the education of the mind. A perfect manhood has its muscular as well as its moral attributes, and the lack of one is nearly as fatal to the harmony of character and the happiness of life as of the other.

We must look, therefore, to the teachers of our youth to take care of the bodies as well as of the minds of our children, to give lessons in gymnastics as well as in mathematics. With an efficient system of physical culture, our schools, instead of imperiling the health and lives even of their pupils, as they now do, and ministering to that physical degeneracy which too often follows and undermines a high civilization, might become important accessories to the public health.

To aid in this work, I hope to see, ere long, upon these grounds, a spacious gymnasium in which the students of the Normal School may be disciplined daily in those exercises which will not only keep them in health as students, and send them forth in full strength and vigor, to their arduous work as teachers, but will also teach them the gymnastic arts with which they may train and exercise their own pupils in turn.

In the mind, a true pedagogical art will seek to develop both knowledge and power, both the intelligence and the reason. It will aim to make its pupil an active, patient and independent thinker and a careful and constant observer.

Doubtless there are wide native differences in the constitution of different minds, and all do not respond with equal readiness or fruitfulness to the teacher's art; but the testimony of many eminent and experienced teachers collected by HORACE MANN, shows that 98 or 99 per cent. of all the children of the country might be educated to become good and virtuous citizens. We ask the Normal School to help us settle how this maximum of education for the whole people may be attained.

Our processes of education now educate mainly one or two powers, the memory and the judgment chiefly; we ask to have it demonstrated how all the faculties of the mind may be developed, and developed in harmony —how the quickened observation may be made to answer to the facts of nature; how the imagination and taste may be trained to respond to all that is æsthetic; how the entire world within may be made to reply to the world without—the subjective to the objective—and especially how the intellectual faculties may be established in knowledge and strength to bear the burden and carry forward the business of both the earthly and the eternal life.

We ask for light also upon those great questions which agitate the educational world,—of the relative values of synthetic and analytic modes of instruction; of the uses of inductive and deductive methods in study, and of the philosophy and power of the objective and subjective pathways to knowledge. Of the brilliant circle of sciences which lie as a coronal of light around the brow of the nineteenth century, which shall enter into the curriculum of our common school studies? How, in short, shall the advances of the world in science be made subservient to the intellectual development of mankind?

But as human life is essentially moral—its highest aims and powers having a moral force and character—the last and controlling question in education is of its moral qualities.

The molding power of education, grand and fruitful as it is, has its outer limits. These limits lie in the purposes of man's creation, the divinely appointed destinies of humanity. Man can not be safely or successfully educated to any other mode of being or any other destiny than thoseto which his Maker designed him. Just as physically he can not be matured into a quadruped, so morally and mentally he can not be trained into a mere mechanic or business man, nor into a mere scholar or book worm. There is a higher region of his nature, a realm of moral and religious powers, where man's true destinies unfold themselves and to which the other parts of his nature are but dependencies and tributaries. Says that profound French philosopher, GUIZOT, "Man can be comprehended only as a free moral being, that is, as a rational being; but as a rational being it is impossible to comprehend his existence if it be limited to the present world. In the very nature of human reason, and of the relations of the human race to it, lies the idea of the destination of the race for a supermundane and eternal sphere. Reason is the germ of a development which is not and can not be reached here below." ROYER COLLARD, another French philosopher, has said, "After his engagement to society, there still remains in him (*i. e.* in man), the more noble part of his nature; those high faculties by which he elevates himself to GOD, to a future life and to the unknown blessings of the invisible world;" said a greater than Guizot or Collard, "Man's life consisteth not in the abundance of the things that he possesseth."

To educate a man without any reference to his moral powers and destinies would be to place a ponderous locomotive on the track with burnished machinery and well oiled wheels, and to forget to generate any steam in the boiler; or filling it with steam, to neglect to place an engineer in command. The moral nature will not and can not be ignored. Trembling with the pent play of affections, wide reaching as the earth, and of ambitions vaulting as the heavens, of passions terrible in power as thunder storms, the moral nature overlies the intellect as

the sky overlies the soil, and the intellect grows green and fruitful, or is scarred and withered as the moral nature refreshes it with sunshine and rains, or blasts it with droughts and tornadoes.

A true pedagogy, therefore, will expend its highest art and exhaust its richest resources in giving development and direction to this noblest and most powerful part of our nature. The education that shall make us better as well as stronger—that shall make us true men, as well as good scholars, this is the education which our country and our age demands. We might well enough dispense with the schools which should only transform us into shrewder politicians, without making us purer patriots; or craftier in trade, without making us more generous friends and humane citizens.

We ask then finally of the Normal School, that it shall seek not only to inspire its pupils with all that is humane and philanthropic in our Christian civilization, but teach them how to control the play of these fine moral forces in the hearts of their pupils; how to test the moral quality of each process of instruction and each mode of discipline; and how especially to imprint on each little heart and conscience the great lessons of love to God and love to man—of an integrity that will not bend, and of a truth that can not change.

And, finally, Gentlemen and Ladies of the Faculty, in delivering again into your hands this beautiful and spacious building and this Normal School, we ask you to send us forth teachers worthy our State and of our times. If the University is the Head of our School System, the Normal School is the Heart. Through your pupils and your pupils' pupils you send to the smallest and remotest primary school, the spirit that shall animate it; the style of scholarship that shall characterize it. You must send the life blood that shall quicken into action and endow with new strength the entire system. The pulse that throbs here will thrill to the extremities. Give us trained men as teachers of our youth; scatter light, and let an advancing civilization and a triumphing Christianity tell the story of your success in the great work of our age, the work of *Universal Education.*

THE RIVER PATH.

By John G. Whittier.

[The following new and beautiful poem, from our ever-welcome contributor, will be recognized, by those who have ever been near his cottage, as a Picture of a Sunset on the Banks of the Merrimac.]—*Ed. Independent.*

NO bird-song floated down the hill,
The tangled bank below was still;

No rustle from the birchen stem,
No ripple from the water's hem.

The dusk of twilight round us grew,
We felt the falling of the dew;

For, from us, ere the day was done,
The wooded hills shut out the sun.

But on the river's farther side
We saw the hill-tops glorified,—

A tender glow, exceeding fair,
A dream of day without its glare.

With us the damp, the chill, the gloom;
With them the sunset's rosy bloom;

While dark, through willowy vistas seen,
The river rolled in shade between.

From out the darkness where we trod
We gazed upon the hills of God,

Whose light seemed not of moon or sun;
We spake not, but our thought was one.

We paused, as if from that bright shore
Beckoned our dear ones gone before;

And stilled our beating hearts to hear
The voices lost to mortal ear!

Sudden our pathway turned from night;
The hills swung open to the light;

Through their green gates the sunshine showed,
A long, slant splendor downward flowed.

Down glade and glen and bank it rolled;
It bridged the shaded stream with gold;

And borne on piers of mist, allied
The shadowy with the sunlit side!

"So," prayed we, "when our feet draw near
The river, dark with mortal fear,

And the night cometh chilled with dew,
O, Father,—let thy light break through!

So let the hills of doubt divide,
So bridge with faith the sunless tide!

So let the eyes that fail on earth
On thy eternal hills look forth;

And in thy beckoning angels know
The dear ones whom we loved below."

INFINITIVES.

By J. M. B. Sill.

I PROPOSE in this article to discuss some of the principal uses of the infinitive, and point out what seem to be the most reasonable methods of its disposal. Words of this class have caused much discussion, the greater part of which, however, has been in reference to the office and power of the word TO, which in many cases precedes the essential part of the expression. I shall not attempt to discuss this question at the present time, but shall give all the space allowed me to the consideration of points which most teachers regard more important and practical.

Infinitives are far more numerous in English speech than most of our grammarians are wont to admit. We

are accustomed to look for this word, TO as an almost invariable accompaniment of the infinitive, but trial, by actual count, of a few pages of any well written English book, will convince any one that it is more frequently omitted than used. On two pages, chosen entirely at random from "*The Spectator*," I find sixty-six infinitives. In twenty-three cases TO is expressed or can be supplied, while in forty-three cases it is not expressed, nor can it be supplied without making nonsense of the text. In this enumeration, however, are counted a number of words which are not generally recognized as belonging to this classification.

I refer to such words as *see* and *run* in the expressions, "I can see," and "I must run." I will first attempt to show that all words used under such circumstances after *can*, *must*, and kindred verbs are infinitives.

In a former article on "Modes of Verbs," published in this Journal, I presented to those who doubt the above proposition, the following sentence for grammatical analysis and parsing. "I *can* and *dare* and *must* go." Now the whole generation of Grammarians tell us that, after *bid*, *dare*, *let*, *make*, *need*, *see*, *feel* and *hear*, the infinitive is found without TO before it, and I suppose no one will deny that *go* in the above sentence is such an infinitive after *dare*. Will any one who professes to know the elementary principles of English construction claim that is something else after *can* and *must* in the same sentence?

Grammarians will not deny that *may*, *can*, and *must*, and the words *shall* and *will*, which are often called signs of our future tense belong in the same category and form their usual constructions in the same way. That is, "I can, may or must strike," and "I hall or will strike," are constructions built upon pre-

cisely the same model, and the relation of *strike* to the antecedent verbs, is the same in both cases. These words are all rather loosely called auxiliaries, and are all used more or less frequently to indicate future time, but each one with reference to its own peculiar meaning. The English verb has a present, and a regularly inflected past, as *do, did; run, ran;* and *move moved;* but here all real tense inflection stops, and the future is always, I believe, expressed by means of a *substitute*, consisting of a principal verb and an infinitive. In forming the tenses of any new language, the natural order is, first the present, then the past, and finally the future. Those who forged out English speech necessarily proceded in this manner, and, having invented the present of verbs, proceeded by means of a different tense ending to form past tenses. This plan was carried no farther than the past, on account of presence, in the language, of the verbs *may, can, must, shall* and *will.* These are all verbs in the *present* tense whose *meaning* has, usually, a distinct though general reference to future time. In order to make a complete substitute for a future tense it was necessary only to suffix to these some word to give the required direction to this idea of futurity inherent in the so-called auxiliary. Thus, *I must,* is the assertion of obligation to do or to be something in future time, and if we add the infinitive *write* we shall have a complete substitute for a future tense, expressed in reference to *necessity* or *obligation.* If I wish to assert the act of writing in future time in reference to my determination, I say, *I* WILL *write;* if in reference to contingency or permission, *I* MAY *write;* if in reference to ability, I CAN *write.*

Thus we see that not only shall and will, but also *may, can* and *must* are our main materials in the formation of a substitute for an inflected future that is totally

lacking in our language. It is true that grammarians have selected the two first mentioned as the sole auxiliaries for the formation of this tense, but evidently the others have equal or nearly equal claims to the same honor; the only difference being that *may, can* and *must* are sometimes so used as to indicate past time.

Having thus shown that these verbs (may, can, must, shall and will) are of the same kind and used in the same constructions, I will offer some farther evidence that the words following them are true infinitives, and in order to avoid a troublesome circumlocution, I will hereafter speak of all these expressions as a future tense.

Our text-books generally tell us that the future tense is formed by prefixing certain auxiliaries to the present *indicative.* If this be true, how is it that the only verb in the language, whose present tense and present infinitive differ, forms its future and its so-called potential mode by the aid of the *infinitive* instead of the *present,* after *shall, will, can,* &c. Thus, I shall, will, or can *be,* and not I shall, will or can *am.*

Again, if this is a true law for the formation of the future, why does *ought* lack that tense? *Ought,* according to all usage, is a present as well as a past tense. Why then, according to the above rule, can we not form its future? simply because it has no infinitive, and *no verb, that lacks this, can by any possibility have a future.*

The following, then, is a more complete list of verbs, which may be followed by the infinitive without TO: *Bid, dare, let, make, need, see, feel, hear, may, can, must, might, could, would, should* and *do.*

Having thus attempted to show what words are infinitives, I will now briefly discuss their natures and the proper methods of parsing them.

Infinitives like participles retain, to a great extent,

the nature of the verbs to which they are allied, while they perform the functions of other parts of speech.

Like verbs they may be classed as transitive, intransitive and neuter, and may be limited by adverbial words, phrases or sentences.

As to their use as other parts of speech they may be

I. VERBAL NOUNS.

EXAMPLES: 1. *To love* God is our duty.
2. They undertook *to defeat* me.
3. What went ye out for *to see.*
4, His desire *to learn* grew stronger,

In the first example *to love* is a transitive infinitive; a verbal noun, subject of *is.* In the second, *to defeat,* is the same, and object of *undertook.* In the third, *to see,* is a verbal noun, essential element of a phrase. In the fourth, *to learn,* is a verbal noun in apposition with *desire.*

In all these cases, the infinitive should be classed as a noun and parsed as such. Under such circumstances it is the mere name of an act. If the question should be asked, How can a *noun* take an object or an adverbial adjunct, as, "To read a book rapidly was regarded a desirable performance"? the answer is plain. The infinitive is a participial, and takes its object and adverbial adjunct not as a noun, but by means of its powers as a verb.

An infinitive may be

II. AN ADNOMINAL ADJUNCT.

EXAMPLES: 1. "The time *to go* is when the tide rises."
2. He broods over troubles *to come.*

To go and *to come* are infinitives, adnominal adjuncts, limiting their respective nouns, *time* and *troubles.*

An infinitive may be

III. AN ADVERBIAL ADJUNCT.

EXAMPLES: 1. He came *to visit* me.
2. We waited *to find* him.
3. They are anxious *to return.*
4. You can *escape.*
5. We must *obey.*
6. I will *write.*
7. He may *go.*

The first, second and third examples present no difficulties. The infinitives are plainly adverbial and should be parsed as adverbial adjuncts limiting respectively *came*, *waited* and *anxious*. The remaining examples perhaps require some explanation. As they are alike in construction we will select the fourth as a type of them all. If I say, "You can," I merely assert that you have power or ability in a direction entirely undefined and general. The mind awaits the addition of something to so limit or qualify this general assertion that it may be understood. You can do a thousand acts, and *can* reaches towards them all, but add the infinitive *escape*, and all this generality is at an end, and the verb is completely limited and modified. These infinitives, then, are adverbial adjuncts, and *can*, *must*, *will* and *may* are grammatically the principal verbs in their respective sentences. Doubtless these infinitives are, in a rhetorical point of view, superior to the verbs that precede them, but every analyst of language will bear me witness, that, it is by no means unusual for a mere adjunct to be more prominent in meaning and rhetorical force than the word which it limits and to which it is, consequently, a grammatical inferior.

It is interesting to observe that all our numerous substitutes for a future are formed by prefixing a principal verb to an infinitive. To this class, undoubtedly, belong such expressions as, *He is to come to-morrow*,

&c., formed like the others, except that the verb *be* allows its infinitive to take *to* before it.

If such a doctrine, concerning the infinitive, should prevail, how will it affect the future tense and potential mode of our verb? I answer, it will place them where they belong, among analyzable constructions used mainly as substitutes for a tense that our verb totally lacks. It may be well to remark that our future perfect is formed in precisely the same way; except, that the perfect instead of the *present* infinitive is used; thus, I will *have seen*, I shall *have gone*, &c.

There are reasons for such an analysis of these expressions, which are stronger than the mere convenience that will result. The true grammarian will be satisfied with nothing short of a complete and exhaustive analysis of our language. If, then, in these cases the relation of principal verb to adjunct subsists between the auxiliary and the infinitive that follows, ought we not to bring out these facts in our analysis, instead of conveniently naming the whole aggregation of words, a verb, and ignoring their plain and beautiful relations to each other.

Does this view, by wresting two tenses and a mode from the conjugation of our verb, bring down the dignity of English grammar?

By no means. On the contrary it shows how we are able by means of this wonderful substitute, to express future time in reference to all our nicely varying shades of thought, and proclaims the superiority of our language over those more artificial tongues that are obliged to accomplish the same result by means of burdensome and complicated adjuncts.

STUDY OF ART.

By J. Goodison.

THE study of art has not yet reached its true place in our educational systems. It is still regarded as a mere accomplishment, an ornamental study, rather than as it really is an essential element in true culture. That a strong inclination for this study exists is evident enough, witness the numbers who waste time and money on Grecian, Poonah, Theorem painting, and the other art-humbugs of the day. And the readiness to take up with these manifests farther the inadequate ideas entertained of the means and ends of art-culture. Every student of art is not necessarily an artist any more than every student of poetry is a poet, each, however, attains a more thorough appreciation of the beautiful in Poetry or Painting, and is enabled to talk intelligently on the subject. Success is not reached here without labor, great results can not be attained by the mere force of genius, nor can Raphaels and Titians be manufactured in twelve easy lessons, price three dollars, materials furnished.

Those who study art with a view to its practice will be content to spend sufficient time on the rudiments. No one can paint who has not first learned to draw, nor can a knowledge of either art be obtained save by the actual study of nature. The most that a teacher can do is, to point out the path and instruct in methods and manipulation. There is no infallible recipe for producing a good painting or drawing other than—labor and thought. Surely, labor and thought would be well bestowed here. Nothing yields higher enjoyment than a cultivated taste, nothing elevates the character more. He who loves pictures and statues is more a man for that love, he has a never failing fountain of pleasure, pure and reno-

vating. He sees something more in art than a pastime for girls, something higher and holier. All art is religious—all art is worship.

But we might point out more specific benefits, of value sufficient to warrant the devotion of some time and labor, to attain a knowledge of, at least, the rudimentary principles of art.

One marked result would perhaps be the improvement effected in domestic architecture. Our villages resemble much a collection of huge ribbon boxes, deposited by accident among the trees. In the brilliant sunlight the intense glare of the white makes a violent and painful contract with the green trees. How great the relief to the eye of some sober hued mansion not a rival, but a setter-off of nature's brilliance.

Many houses of considerable architectural pretensions seem like a thought half carried out. You approach one whose graceful gothic exterior awakens admiration, but the charm is broken when you enter. The interior is furnished and decorated in the metallic style, displaying the wealth rather than the taste of its owner. A tasteful Grecian mantle-shelf is surmounted by a barbaric Louis Quatorze clock, and numerous Watteau-like shepherds and shepherdesses. The wall, if not bare white, is decked with gaudy hued French lithographs, and it is in vain that the eye seeks for repose amid the unrelieved glare of blue, red and yellow.

Some little art-knowledge would have prevented this by teaching that the perfection of architecture lies in unity of design, that Italian or Grecian interiors do not harmonize with Gothic or Elizabethan exteriors, that though positive red, blue and yellow are not to be rejected, yet a preponderance of them is in decided bad taste, and that a simple engraving is a far more beautiful object, than the most magnificent productions of chromo-lithography.

THE INTELLECTUAL MISSIONARY.

By N. McArthur.

IT is only of late that the teacher's profession has been raised from a comparative obscurity to the ranks of the learned professions, even to a place beside the high and holy one of the ministry. But henceforth the teacher and the Christian minister are brother laborers in parallel fields.

It is the mission of the one to diffuse gospel, and of the other, intellectual light over a world darkened with clouds of sin and ignorance.

The true teacher is an *intellectual missionary.* No term will better express the duties and the magnitude of his calling.

But how full of suggestiveness is the word *missionary.* We have read the lives of the Judsons of Edwards, Judd and others, who for love of Christ and of souls, have left home, friends and country to carry the "good news" into benighted heathen lands. And now, we think, of the trials and discouragements which these noble spirits had to encounter; of the prayers and tears with which they watered the seeds of truth before they sprang up to bear the fruits which they longed yet scarcely hoped to see, of the toils and uncomplaining suffering which they endured, sending back with the last breath of the lives which they had given a sacrifice to the cause they loved so well, that touching appeal, "Though a thousand fall let not these nations be given up." These things all come crowding into our minds in the one word, missionary; and when we take a career so toilsome and self-denying as a fitting emblem of the teacher's mission, we, who have thought to make it our life-work,

shrink back and are ready to say, "Who is sufficient."

But when the voices of hundreds, groping in ignorance, are crying to us, "Show us the light!" again we are ready to answer, "Let me have a part in this great work."

If we have found beauty in knowledge, and by the glimmer of her lamp from afar have followed her through paths strewn with flowers rare, though ourselves as yet but just at the entrance, that same missionary spirit would prompt us to point out the light and the beauties to those who have not seen them, and to reach out a friendly hand to those who are following with feeble steps.

Thus shall we be intellectual missionaries; and though as teachers we may not possess the tact of an Arnold, nor the devotedness of a Mary Lyon, who was truly a moral and intellectual missionary, sacrificing, youth, love, worldly honor, that she might benefit the hearts and minds of her sex; nor even yet equal our own dear teachers who have taught us to love knowledge for its own sake, and have instilled into our minds some degree of love and ambition for the cause of education, still even *we* may be intellectual missionaries; and though with humility we receive the "badge" and the "charge" in such holy orders, we may not shrink, for we have a work to do.

There are hundreds of schools even in our own favored state where the rule of fear has not passed away, where no flowers have yet boomed in the path of knowledge, where love for study is a phrase in an unknown tongue, and where conscience and right have not yet been introduced as school-room angels.

These let us take with us, and as we love the cause which we have espoused, let us labor for it with heart and mind.

But there is another sense in which we may be missionaries.

There are regions upon which nature has lavished all her bounties, but which are nevertheless wildernesses, morally considered. The Sabbath, truth, and the name of Deity are all profaned. And these regions of darkness are not over the sea; they are not China, India, nor Africa, but they are near us, as many of the teachers of our common schools can bear witness.

What a field of labor is this for the christian teacher? not one of intellectual labor merely, but one in which the intellectual missionary must become a home missionary of morals and religion—a double task; but God has called laborers, not idlers to the work, and if they faint not, great is their reward.

DEPARTMENT OF PUBLIC INSTRUCTION.

Annual Reports of School Officers.

It is a complaint in every state, that many of the reports of township and District School officers are so imperfect as to be nearly useless. Last year, a large number of Inspector's reports were sent back for corrections. In some cases the inaccuracies of the reports arise perhaps from the incompetency of officers, but in most instances it is, doubtless, the result of carelessness. Would school officers but reflect that only by the entire accuracy of the report from each district and town, can the general report of the State be made reliable and valuable, each one would feel the necessity of making his own report rigidly correct.

The blanks are carefully prepared by the Superintendent and full instructions are printed with these blanks for making the reports. It is but a small contribution to the public good that is asked from each reporting officer, and he should

make that contribution freely by filling every blank in the report.

School officers will find many of the defects in the reports set forth in volume of School Reports for 1859, page 342 and the following pages.

The attention of reporting officers is respectfully solicited to the following points:

1. REPORT PROMPTLY. The Directors' reports are to be made at the end of the school year which closes the last Monday in September, and they should be sent to the Town Clerk by the first day of October. The Inspectors' reports must be made between the first and fifteenth days of October, and the Town Clerk should deliver these reports as soon as practicable after the latter date, to the County Clerk, who should transmit them forthwith to the Superintendent of Public Instruction, Lansing.

2. REPORT FULLY. Fill every blank if possible, or if any are is left vacant, note on the back of your report why it is thus left.

3. WRITE PLAINLY. Especially let the names and all figures be written so plain that they can not be mistaken.

Let it be remembered that clear, full reports will greatly facilitate the administration, and aid in the improvement of our school system.

The Dollar a Scholar Tax.

In reply to the question of several School Directors, I would say that the old section 140, authorizing Districts to vote a tax not exceeeing one dollar for each scholar in the District, is still in force, and Districts may still vote such tax. It was repealed by the vote of the legislature, but failing to get in the engrossed bill, it did not became a law.

EDITORIAL MISCELLANY.

State Teachers' Association.

The State Teachers' Association has just concluded a very interesting three days session at Ypsilanti.

The Programme, as given in the August No. of the Journal, was,

with one or two exceptions faithfully carried out. It was perhaps the most practical session that has yet been held, and we confidently look forward to flattering results of the time spent. In our next issue a more extended notice will be given.

The following is a list of officers elected for the ensuing year:

President—E. L. Ripley, Jackson; Vice Presidents, G. H. Botsford, North Adams; J. J. Sadler, Sturgis; L. J. Marry, Detroit; T. C. Abbott, Lansing; E. Olney, Kalamazoo; D. J. Poor, Romeo; Wm. Travis, Flint; E. Danforth, Grand Rapids; H. Bross, Newaygo; H. H. Pierce Owosso; J. G. Everett, Ontonagon.

Recording Secretary—John Richards, Albion.

Corresponding Secretary—D. Putnam, Kalamazoo.

Treasurer—J. M. B. Sill, Ypsilanti.

Executive Board—O. Hosford, Olivet; A. S. Welch, Ypsilanti.

DUANE DOTY.—We call the attention of Teachers and School Directors to the Card of Mr. Doty in the present No. A long acquaintance with Mr. D. warrants us in saying that he is possessed of all the sterling qualities that combine to make a gentleman in the true sense of the word.

A CORRECTION.—The name of Prof. Winchell was inadvertently omitted from the head of the first article in the August No.

ERRATA.—We regret that two or three errors crept into our first form this month.

Page 306, last line, for fermented read *permeated*.
Page 311, 21st line, for moley read *motley*.
Page 313, 19th line, for desire read *devise*.

NEWS AND NOTICES.

Olivet College. — Commencement occurred August 15th. There being no graduating class, as the College is yet in its infancy, six young gentlemen and three ladies from the undergraduated classes delivered orations or read essays. The exercises were quite satisfactory to the large and attentive audience present. In the afternoon, Rev. S. Walcott, of Chicago, delivered the dedicatory address of the new Ladies' Hall, an elegant and commodious brick building, just completed. The College seems prosperous. Prof. Barrett, an excellent Naturalist, has just been added to the faculty.

Flint.—Messrs. S. C. Guild, Mason and McCreery, late Graduates of the University, have become Principals of the three Union Schools in Flint.

Rev. Theodoric R. Palmer, late of Kentucky, and a former graduate of the University, has been appointed Prof. of Latin in Kalamazoo College.

A movement is on foot to establish a German University in the city of Detroit.

Niles.—We are happy to learn that the School Board of Niles have secured the services of J. G. McKinley to take charge of their Union School. Mr. McKinley was formerly principal of one of the two High Schools of Milwaukee.

The meetings of the American Normal School Association and National Teachers' Association, at Buffalo, the second week in August, were numerously attended and of high interest. We were much interested in the doings, especially of the former society, and shall endeavor to give some sketch of the proceedings hereafter.

Alpine and Sparta Teachers' Association.—For the promotion of Education, and Improvements of the Theory and Practice of Teaching. The third meeting of this Association will be held at the Rouse School House, on the town line between Alpine and Sparta, Kent Co., on the 11th and 12th of September. Addresses from able speakers. Essays from members, &c., &c. We extend a cordial invitation to Teachers and ALL who are interested in this cause, to be present, and participate with us in the exercises.

G. H. BELL, *President.*

EMMA FIELD, *Secretary.*

BOOK NOTICES.

New American Cyclopædia. New York: D. APPLETON & Co.

The tenth volume of this valuable and much praised work is published. One can scarcely find how to express any adequate view of such a work as this in the space allotted to these book notices. Seven large octavo pages, three lined and in fine type, are filled with the titles of the articles in this one volume. Almost everything that we resort to books to learn, whether the history or statistics of any nation or country, the lives of celebrated men, the history and uses of any mineral or other substance, the laws of light, heat, &c., the history of any art, the outline of any science, the annals and dogmas of any society or sect, may be found here in the freshest form of statement and with the latest increment of information. We believe the book fully equal to all praises bestowed upon it, and do not fear that any purchaser will ever regret buying it.

In this volume, which extends, in the alphabetical arrangement of subjects, from Jer. to Mac., we find biographical sketches of Dr. Johnson, Kossuth, Kant, Luther, Abraham Lincoln, and a long list of great names, ancient and modern. For sale by W. B. Howe & Co., Detroit. Price $3.

Natural Philosophy, edited from Ganot's Popular Physics. WM. G. PECK, Prof. of Mathematics in Columbia College, formerly Professor in the University of Michigan. New York: A. S. Barnes & Burr.

The reputation which Professor Peck gained while among us, as a scholar and teacher, will be a sufficient assurance that this work is reliable and fully up to the times. The name of Ganot, the French author, whose work Prof. Peck has here presented, is another evidence that the book is a good one. The typography, and this is a matter of no small importance, is clear and conspicuous, and well calculated to aid the learner in his task. The illustrations are new and interesting.

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THE
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VOL. VII. · D. PUTNAM, EDITOR FOR OCTOBER. NO. X.

THOUGHTS UPON AN ELEMENTARY COURSE IN MATHEMATICS.

By EDWARD OLNEY.

MR. EDITOR. In my remarks before the State Teachers' Association at its last meeting in Ypsilanti, I said that too much time is devoted to the study of Mathematics in our schools, and vastly too little received in exchange, and commenced giving, what appears to me, to be the reasons for the fact. To elaborate these thoughts more fully, than I then could for want of time, is my present purpose.

No one deprecates more than I—unless they have stronger powers for hating—the common evil among teachers of magnifying one's own department above every and often all others. It is a narrow mindedness which illy becomes an educator. But how common is it that the mathematical teacher thinks there is nothing worth knowing but mathematics, the linguist thinks his Latin and Greek grammars the fountain of all knowledge, and again the metaphysician bespatters all the rest with the muddy waters of his profundity, and announces that the only study becoming the dignity of men is man. All such fail to recognize, practically, the complex nature of the mind which

needs a various diet, or the limitless extent of the field of truth which is ever of God, and always worthy our study. Perhaps this fact may be explained upon the principle in physics that any body, however small, may be placed so near the eye as to cover any remote one however large.

Far be it from me to desire that our schools should send forth mathematical monstrosities. No sooner could this be desired, than that some process should be discovered and set at work developing a race physically deformed, some having arms of Herculean muscle, attached to a mere shadow of a body, nearly destitute of a head and with lower extremities scarce able to answer the purpose of locomotion; others having head of planetary dimension with eyes like volcanoes and noses like Lebanon; while yet others in their zealous care for the all important organs of respiration and digestion would transform the upper part of the trunk into caves of Eolus and extend the lower till they could draw up the Jordan at a draught and devour every green thing.

I hope I shall not be understood in any thing that may be said in this article as asking any undue attention to my favorite department, but only as writing to see a proper *proportion* of attention bestowed upon it, and so bestowed as to render the largest equivalent in discipline and knowledge.

My first proposition is, that too much time and labor are devoted to mathematical studies in our schools, and far too little is received for them. I embrace in this view the common school, the academic and the ordinary classical collegiate course.

How much time, let me ask, is thus employed. Arithmetic is commenced by the pupil at about six years of age, and continued in a large majority of cases for the

next eight or ten years, during which not less than one-third of the time spent in school is given to this study. But all this *may* be unavoidable, may be desirable. If the subject is sufficiently broad, it may demand so many of the best years of school life; if the acquisitions made are proportionate we ought not to complain.

The *extent* of this field will be discussed under another head; let us now inquire what are the trophies brought off from the years of conflict over arithmetic. I will specify. The catalogue will not be long.

1. Ability to read and write whole numbers pretty well and decimal fractions pretty illy. Of all those, and they are somewhat numerous, whom I have been called upon to examine upon arithmetic, and who have thought themselves proficient, not more than one in five have been able to read and write decimal fractions with any degree of accuracy, to say nothing of facility. Other teachers have often told me that their experience did not differ from mine.

2. Ability to add, subtract, multiply and divide whole numbers, by *common* methods with a tolerable degree of readiness, while the philosophy of the operations are but indifferently understood.

3. A pretty fair amount of skill in the use of Common Fractions and also some considerable knowledge of the rationale of the more simple processes. In Decimal Fractions while the nature of the quantities is so little understood, it is impossible that there should be much more than a mere mechanical use of them; and this, in fact, is all we find in most cases.

4. A knowledge of a single principle in Denominate numbers; viz. the principle of changing the form of an expression or reduction.

5. A little knowledge of the business rules, perhaps

enough to cast simple interest. But what business man would feel safe to intrust his paper to the average of the *passed* arithmeticians of our schools?

6. A smattering of proportion and about the same amount of Involution and Evolution.

Such, I think, all practical teachers will allow is a liberal inventory of the stock of arithmetic, rendered by the large majority of the class under consideration, when such inventory is called for.

In Algebra the schedule is still shorter. In fact, two items will come near completing it: viz. Simple and Quadratic Equations. What there is above these is generally so *high* mathematics as only to have been reached with the fingers' ends by standing on tip-toe, and, when the normal stature is again resumed, Binomial formulas, theories of Cubic and Higher Equations, Derived functions, &c., are quite enwrapt in the mists of upper air.

Again, how large is the harvest of practical truth brought off from the broad expanse of Geometric truth? Something is gathered from the properties of angles and plane polygons, less from the circle and still less from other plane figures. Add to this a very meager knowledge of the prism and the three round bodies, and we shall have reached, if not exceeded, the amount.

And this is fully *two-thirds* of the entire product of our mathematical course in the case of a large majority for those who receive what we term a liberal—a collegiate—education.

I am perfectly satisfied that, where anything like a close scrutiny is made, this estimate will be found too high in three cases for every *one* of those in which it will prove too low.

Of course, we must add to these more palpable proceeds, all of enlargement of mind, produced by the con-

templation of truth, and all the power given to investigate it. But what teacher or student has not often felt that very much which is "gone over" is so dimly seen, if seen at all, that it is without form or comeliness, if not absolutely hideous and revolting? That much of that which is called discipline, is in reality dissipation? Listen to the so-called arguments of a great number of our public speakers who have been the subjects of this discipline, and how much do their methods of thought appear to have been fashioned by the "severe logic of the mathematics"? Eliminate from these arguments (?) assumption, *ipse dixit*, sophistry, appeals to prejudice, declamation and illustration, and what is left? Verily but little in that which passes for "powerful reasoning."

If, then, the objects, for which the mathematics are studied in our schools are: 1st, mental discipline, especially of the reasoning powers; 2d, to become acquainted with truth,—for its own sake and for its practical uses, I ask how far is the present course answering the purpose? Does it not *verge*, at least, upon a failure?

I have directly alluded only to the three subjects of arithmetic, algebra and graphic geometry, simply because they comprise, as stated, fully two-thirds of the course, both as regards time devoted or acquisitions made. So much time is absorbed upon these that but a mere pittance can be devoted to the rest. This is the more lamentable because we thus fail to lay our foundation broad as the science, and even then can go scarcely above this limited base with the superstructure. The calculus, that most potent of mathematical agents, is well nigh excluded, and the limitless work for which our tools are adapted—all the varied and multitudinous applications—can scarcely be entered upon.

No doubt much of this may be attributed to the

shortness of the time allowed for our educational process. But if the time be short, the greater the need of husbanding it.

Nor do I forget the fact that since the establishment of our educational course, a vast addition has been made to the subjects included, and that those formerly limited have grown to several times the magnitude then possessed, while the time allotted has remained unchanged. Yet these are facts which demand that each department should be carefully scrutinized, with the view of doing the greatest amount of work of the most valuable kind, in the least time.

If algebra has doubled its dimensions, and analytical geometry and the calculus have been well nigh created; if philology has enlarged its always ample domain and the modern languages are clamoring at our doors; if the natural sciences have towered so high as to threaten to over-top all else; and if the metaphysics remain as prolific as ever—though much of its progeny be wind—we have a work on our hands as educators which our fathers never dreamed of. It is ours to select, to systematize, to condense, to arrange all this material, and then, if need be, to demand an extension of the time allotted.

Let us now proceed to inquire into some of the causes why so much time is consumed upon mathematical studies and so little, either of discipline or knowledge, secured.

In the first place are not such studies introduced at too early an age? Great attention is now being given to the question of the "natural order of studies," and rightfully, for it is a fundamental one, though hitherto too much overlooked. In the thorough canvas which this subject is receiving, and is likely still to receive, the par-

ticular point which I now propose, will be sure of some sort of adjustment. I shall offer therefore only a few suggestions. Granting that "facts should come before reasoning" in our course of instruction, or that the powers of observation should be first cultivated, will it follow that the mathematics do not furnish suitable material for the development of the *young* mind?

How many facts are needed before reasoning will *inevitably* commence? How many more than two ideas will the mind have before it will begin its processes of comparison and distinction?

Will there be a very wide range of observation before the imagination will be busy in making its new combinations, and reveling in its own creations? If these things are so, that is, if the processes of ratiocination and imagination will consecutively follow those of perception, will not the question, what perceptions are first and most easily gained, and are the relations between the ideas thus gained as simple—as self evident—as any, be of primary importance in deciding this question of the order of studies? Ideas of number and form are surely among the very first ever received into the mind. (Are they innate?) Now these are the very materials out of which the mathematics are constructed. All mathematical relations are self evident; can any be more simple? New combinations, resulting from change of *form* or *place*, are surely among the most, if not absolutely the most readily made by the imagination.

But this is the constant work of the Geometrician. From *a priori* reasoning, I confess, I can not see why mathematical notions are not well adapted to educate the young mind. True, they are all abstract, in the ordinary sense of that term; but then the passage from the concrete representative to the abstract idea is so easily

made, or so unessential, as to form, to my own mind, a very slight objection.

Whether young pupils really *do* make a reasonable degree of progress in their first lessons in quantity is *one* thing, and whether mathematical notions are adapted to the development of the young mind is quite another. The truth may be, that the instrument is excellent but that very little skill is displayed in using it. *What* mathematical truth should be addressed to the mind in its earliest stages of development, and *how* should it be presented, are questions of much importance. I do not propose to discuss them for the very sufficient reason that my own opinions are not settled upon them.

A second fruitful source of evil in our elementary course in mathematics is the want of unity in our conceptions of the science. It has been incidental to the progress of investigation and discovery that the mathematics should have become rather a congeries of separate parts than a systematic whole. One department has been investigated in one age and country, and another in another, and it is not strange that we who have the gathered materials of all climes and times should find them in the condition that we do. The separate departments are not only in very different stages of their advancement, but their respective provinces are ill defined, in consequence of which the disposition of subjects is found to be quite unphilosophical. Arithmetic is found invading the province of Algebra, and Algebra is thought to be capable of an indefinite extension over Geometry. Topics are discussed by ancient and cumberous methods while the processes of modern science are in too little use. I can not better illustrate my idea on this point than by an endeavor to map out the science in outline, calling attention as I do so to the sources of evil which

exist in the fact, that our course is not at present founded upon any just conception of the nature of the science as a whole. I shall use Comte's terminology, and in some part the view given will be found to coincide with his.

(To be Continued.)

MEETING OF THE STATE ASSOCIATION.

THE annual meeting of the State Teachers' Association, held in Ypsilanti, commencing on Tuesday evening, August 21st, and closing on Friday evening the 24th, was one of the best we have ever enjoyed in the State. The attendance was very good. We missed, however, the familiar faces of several whom we have always been accustomed to greet on the occasion of our yearly gathering.

This loss was, in some measure, compensated by the presence and accession of new members. Such we always rejoice to welcome, but we prefer to retain the old while we add the new. One of the most pleasant features of these meetings is the opportunity which they afford for the exchange of friendly and brotherly greetings. Indeed, if they served no other purpose, they would still be well worth having. Men and women, engaged from term to term and year to year, in the same employment, going in and out about the same business, encountering the same obstacles, perplexed by the same difficulties and made glad by the same sources of joy, can not fail to do each other good when they meet. The shake of the hand, in which and with which the heart also goes, is not a useless form; the word of sympathy and encouragement, coming up out of the soul and dropping

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He has need to feel, not that his business is necessarily higher or lower than another; not that his employment is more or less noble than that of his neighbor; but that, for the time, if not for all time, it is *his* business, high enough and noble enough for him; that it requires all his powers of mind and body to meet its responsibilities and perform its duties, and that no one who is not willing to give all these to it has a right to undertake it.

The contact of teacher with teacher tends to infuse and foster in both this needed feeling. And the larger the number gathered, if rightly moved and directed, the greater the intensity given to this feeling, and the better the results to be anticipated from it. For this reason, among others, we have marveled sometimes, and regretted always, that the number of teachers is not larger who can be induced by either a sense of duty or a desire of profit, to attend the meetings of the Association.

The number ought to be more than doubled each year. And yet we are not going to lament over this at present. The last meeting was altogether too excellent to leave one in a mood for lamentation. It was, in almost all respects, emphatically a good one.

Those who were present, came to work and did work. There were but few failures to meet appointments, and the papers prepared and read were of a high order and mostly of a practical character. The discussions were free, often earnest, but always in the best of temper, and a singular unanimity marked almost all the conclusions reached on all matters of importance.

For the detail of the proceedings of the Association we are indebted to the reporters of the *Detroit Free Press*, for which they will accept our thanks. We select from this report such parts as seem to be of most interest to the readers of the *Journal*.

The introductory lecture before the Association was delivered on Tuesday evening, by Rev. William Hogarth, D. D., of Detroit.

The spacious and beautiful Union School Hall, kindly tendered to the teachers by the Ypsilanti Board of Education, was filled with an appreciative audience.

After the devotional exercises, conducted by Rev. Mr. Foster, Rev. Dr. Hogarth was introduced. He had chosen the very theme appropriate to the occasion of the opening of the Association:

"The Use of the Affections as a Mental Stimulus."

The address contained many new and wholesome truths for the teacher. It was a strong appeal to the educator of the young to plant in his own heart a well spring of affection and love for the profession which he had chosen. Considering the vocation of the teacher as the one, aside from the ministry, the most noble, it should not be entered upon by any who felt himself actuated by no higher sentiments than those of a pecuniary character.

The true teacher must cherish the idea that in training the child he is not only "moulding the mind for time, but for all eternity." He must not assume the reins of school government with a feeling that he is to exercise but a short despotic sway for any unworthy end, but it is necessary, for the *educator*, in order to hope for any *success* to inspire each child with the belief that he is *laboring* for *his* interest, and to create a bond of sympathy and affection between the scholar and the teacher. And, in order to bring about this state of feeling, the teacher must have in his own heart an affection and love, not only for his profession, but also for those under his charge.

On *Wednesday Morning*, the annual report of the Executive Board was read, from which the following is extracted:

THE UNIVERSITY AND COLLEGES.

The past year has been signalized by the opening of the Law Department of the University. Nearly one hundred students attended the first course of lectures in this department. The other departments of the University have been prosperous as usual.

The colleges have also been reaping their full measure of success. By a change in its organization, Albion College will hereafter receive males as well as females in its college classes. This increases to five the number of colleges in this State. They still prosecute their educational work with unabated zeal, and posterity will honor the men who are building up these institutions.

THE NORMAL SCHOOL.

This popular institution has been burnt and re-built since our last annual meeting. Its course of instruction in the professional department has been somewhat enlarged, and it is doubtful whether any other Normal School in the Union now affords so rich and full a professional education as this.

THE AGRICULTURAL COLLEGE.

Important changes have been made in the organization since the last annual meeting of this body. These changes look to a more strict conformity of the institution to the ideal of its founders and to the law under which it was established. The College is making excellent progress under its new organization, and gives good promise of great usefulness in the peculiar and important sphere it was designed to fill.

THE UNION SCHOOLS.

These most important and valuable institutions have been making steady progress, not only in their proper work, but also in the public esteem. The theory of graded schools is so palpably just and good that it must win its way in the popular regard, and come ultimately to a much wider application than has yet been made of it. The influence of this system upon our profession is so great and beneficial that it might well commend itself to our favor as teachers, even apart from the public good there is in it. Opening large and permanent schools in the place of small and temporary ones, they create a demand for higher abilities and learning in teachers, and afford to these teachers spheres of enlarged influence and respect.

A large number of the Union School districts reorganized under the new law for graded and High Schools, and voted taxes to make the schools free. The influence of this measure upon the attendance and general prosperity of the schools has in every instance been strik-

ingly beneficial. This Association should seek in its discussions to ascertain and make more public the true principles of organization, and the essential conditions of success of these schools.

TEACHERS' INSTITUTES.

The State Institutes, ten of which have been held since our last meeting, have met with unprecedented success. An increased attendance and interest have added new proofs of the utility of these gatherings, and their ripened fruits are becoming evident in the increased efficiency of the Primary Schools of the State.

A paper, by J. J. Sadler, Principal of the Sturgis Union School, was then read; subject—

"County Educational Societies."

Some discussion was called out on this paper, in which Messrs. Travis, the Superintendent of Public Instruction, Dr. Gillman of Massachusetts, Prof. Welch and Chauncey Joslin participated.

The first subject under discussion in the afternoon was "Prizes in Schools." A very spicy and interesting discussion arose on this question, in which Prof. Danforth and Dr. Hill, of Antioch College, and Profs. Putnam, Kellogg and Estabrook, and Dr. Gilman participated. The prevailing, if not universal, sentiment was that prizes of any kind for *comparative* excellence wrought evil rather than good; that prizes or rewards, if given at all, should be bestowed upon *positive* excellence, and should be of such a character as to be within reach of all who attain a certain standard in scholarship and deportment.

The hour devoted to this having expired it was laid on the table.

Prof. A. S. Welch then delivered an address on

"Natural System of Instruction."

All studies, he said, may be divided into subjective and objective. The former brings into play the *reflective* faculties; subjective studies should, therefore, be postponed in

educational training. Grammar and Arithmetic are subjective studies; they should, therefore, yield to pursuits which bring *objects* to the mind. Most persons regard education as a sort of jugfilling process, in which the child is to be submerged beneath the wave of knowledge and be filled by specific gravity; information must be got into him in some way, no matter whether it is understood or digested. Hence it is that these studies are pursued for six or eight years, commencing at six and continuing to fourteen, the only result of which is that the scholar succeeds in effectually dog's-earing the first fifty pages of his text-book, while the last hundred remain as clean as when they came from the hands of the binder. Nor is Geography free from the same objection that applies to Grammar. It is, indeed, an objective study, but does not present real objects to the eye, and is not profitable for any young pupil. To childhood it is too great a stretch of the imagination to leap from a hair line of printer's ink, delineated on a map and named Mississippi, to any adequate conception of the great "Father of Waters," rising in the frozen regions of the north and flowing through every degree of climate to the torrid realms of the south. The child gains no vivid idea by poring over maps, where towns are marked by dots, rivers by lines, and mountains by delicate shades, —no more than he does of the circles that belt the earth and the poles that protrude from the ends of the globe; and the last are as real as the first. What studies, then, should be introduced? Those which introduce objects and their respective properties—shape, color, size, sound. Begin by educating the eye. Do this at first without the use of text-books. Take such simple objects as possess properties that will attract the pupil's attention. Such objects are very numerous. We have given successfully in the Normal School the features of the face as our first object lesson.

Call the children's attention to the hair for instance, and take the different varieties of hair in the class as specimens. You can soon teach them by simple questions that the hair is given us for comfort and for beauty. Then, by requiring each pupil to name the color of each specimen in the class, you give your first lesson in color. Next, take the eyes, and bring out, by means of suggestive questions, their uses, the various shades and colors which the different pupils in the class exhibit. Then bring out in the same simple manner the uses of the eye-brows, eye-lids, eye-lashes, &c., &c. Next, get up a discussion on the question, "Are the eyes set in the place which is the best for them?" By these means you will excite an interest which it is impossible to excite in those subjects which do not present objects to the senses. The lessons may be continued, gradually becoming more complex, until the pupil comes to the study of objects in their scientific aspects, and then the elements of Botany, Geology and Natural History will furnish material for his further training.

All this time, instruction in Reading and Spelling may be given him in connection with these lessons on objects, and it is remarkable that such is the influence of the interest excited by them that his progress in Reading and Spelling will be far more rapid than under the old system. By this course of training, Geography, Grammar and Arithmetic will be postponed until the child shall have attained a strength of mind which will enable him to conquer them much sooner, and thus the precious years of childhood will be so employed as to secure the greatest possible discipline in the least possible time.

On *Wednesday evening* a lecture was delivered by Dr. Hill, President of Antioch College, Ohio. He chose for his subject,

"The True Order of Studies."

The Doctor commenced by remarking that he would divide his subject in a manner almost identical with Prof. Welch, who dwelt upon the same theme in the afternoon; and explained the reason for making such a division by the fact that all candid and honest thinkers, in examining a subject, will view it in the same light. For instance, two persons, unprejudiced, will not hesitate, when viewing the rose, to pronounce it the "queen of flowers."—After making a few cursory remarks upon the development of the will being dependent upon the harmonious development of the physical nature, he divided *primary education* into four departments:

1st. The Physical;
2d. The Intellectual;
3d. The Æsthetic or Moral;
4th. The Religious.

He chose the discussion of the Intellectual, as including nearly all the others, and was free to acknowledge that the Intellectual and Physical were pregnant with many difficulties.

The mind of the child—how is it divided, and in what order is it naturally developed?

1st. Perceptively;
2d. Reproductively;
3d. Rationatively.

In the first place, the child perceives objects around him, and forms ideas of space and time. Unless we *perceive truth* there can be no *intellectual* life.

Secondly, the *reproductive* faculty consists in simple *memory*, and it is plain that this is the next step, because our existence in space and time, renders memory necessary.

Again, the reproductive power consists in imagination —*i. e.*, we actually *create* new images, and it is equally

essential with *memory;* for, if this were not true, we could not communicate to one another our ideas.

Thirdly, the *rationative* or reasoning power. This is the great generalizing power by which we arrive at the general idea of truth. From the very definition of these powers we must acknowledge their consecutiveness, and the necessity of following them in the education of the young. Those that appear first, must be trained first. In one sense it is true that glimmerings of reason can be traced in the infant, and sometimes all are developed together. But the perceptive faculties reach perfection before the reason is matured. The earliest days of the child are spent in recognizing material things by their forms. He studies Geometry by the eye, when running his eye up and down the window, gaining ideas of space and rectangularity. The perceptive faculties are fully developed at about the age of fifteen, the intellectual at about twenty, and his reason is matured from twenty-five to thirty. The perceptive faculties must not be neglected in early childhood, or the child will be disqualified for a full development in the other powers, and will become stultified.

The Doctor then went on to show, more in detail, what studies the child should first take up, and the order in which they should be pursued. The whole lecture was able and eloquent, but we have not space to give even a synopsis of the remainder of it. This, however, is less to be regretted as the whole will, probably, be published with the proceedings of the Association.

On *Thursday morning,* a paper, prepared by Silas Betts, Principal of the Niles Union School, on the

"Essential Conditions of Successful Primary Teaching."

was read by Prof. Sill. The paper was one of interest and value, but we are unable to give even a synopsis of its contents.

The standing committee on the *Journal of Education* made a report, setting forth that the *Journal* is, in the opinion of the Association, an indispensable agent in the cause of education in this State, and that they renew the determination to give it a liberal and hearty support by every means. It was recommended that some suitable person be found to take the sole charge of the editing and publishing of the *Journal*, and, failing in this, that a committee of twelve be appointed to act as editors for the ensuing year, each taking the editorial charge for one month.

At the afternoon session, a paper on

"Courses of Study,"

was read by Prof. Carey. The subject was handled in the best possible manner, and as it could only have been set forth by a successful teacher of long experience.

After which a paper on

"The Duties and Responsibilities of Educated Women,"

was read by Miss A. C. Rogers, of the Lansing Female College. Miss. R. is one of those noble beings so rarely seen in this our day—a truly educated woman—a true woman, who, leaving to the Antoinette Browns and Lucy Stones the privilege of talking learnedly of woman's rights and wrongs, steadily pursues, with the characteristic modesty that always accompanies true merit, the path that she has marked out for herself. The present address might not meet the approbation of those marvels of milliner and mantua making so frequently met with, but it contained wholesome truths that they might well ponder upon, mark, learn, and inwardly digest. As the address is to be published, we make no extracts from it.

Mr. E. Danforth, of Grand Rapids, presented a paper upon the subject of

"Elementary Instruction."

The child should be told as little, and taught to observe as much, as possible. They are its own observations, and not those of another, which it needs to strengthen its powers and give them activity.

He spoke of the active powers of the child in assimilating objects in which it is interested, and in imitating whatever it sees. They are thus receiving from us their first and most enduring impressions—the deepest impulses of life and immortality.

On *Thursday evening* the committee, through its chairman, the Superintendent of Public Instruction, reported on

"Reforms in School Laws,"

from which is compiled the following: The most fundamental change desirable to be made, is the abrogation of school districts, and the substitution of a township school system. Several of the States whose school systems are essentially like our own have adopted the township plan, In Pennsylvania and Ohio this plan was adopted by law, and the whole State organized under it at once In Massachusetts and Connecticut, the townships are left free to adopt either the district or township system. The plan proposed is, simply that a township school board of six or eight members shall be elected by the voters of the township, and to them shall be intrusted all the schools of the township.

The advantages claimed by this plan are.

1. The increase of weight, responsibility and influence in school boards.

2. The township board would possess larger facilities, and could distribute the school privileges more equitably throughout the township. The powers of the township board would be necessarily more extended; the members would be less affected by neighborhood quarrels or jealousies; they would have a much larger number of teachers to select from.

3. The apportionment of taxes and school funds, always difficult to adjust under the district system, would be comparatively easy under the township plan.

4. If care is taken to select the members of the township board so that one shall be resident in each school neighborhood, all the main advantages of the district system may be combined with the superior advantages of the township plan.

5. The township board might, and doubtless would, secure a uniformity of text-books through the township.

6. In populous townships this plan would allow of the erection of a central high school, free to all the older and more advanced pupils of the township, and thus the graded system become practicable for rural towns.

The second reform recommended is that of a change in the system of supervision. The plan of County Superintendent has been so repeatedly argued before the Association, and so fully endorsed in its resolutions, that nothing more is demanded of the committee than that it should reiterate the sound policy of this reform.

The third reform needed is in the library system. Under the present law the school libraries have no certain support. Two general plans suggest themselves for the pecuniary support of these libraries. The first is to set apart a stated proportion of the two-mill tax to the purchase of library books. To this the district might be allowed to add at their option. The second plan is to apportion annually from the State treasury a sum not exceeding ten dollars to any district that will raise a like amount.

The last reform recommended is in relation to the school taxes. The substitution of the two-mill tax for tax of one mill on the dollar it was supposed would, in most cases, meet the constitutional requirements and make the schools free; but the unequal distribution of the proceeds of this tax gives to some districts more money than they can use, while it leaves others with a meagre support. The well-being of the schools demands that some wiser plan of distribution shall be adopted, which shall give to each district an equal support, proportioned to its numbers and needs.

On *Friday morning*, a very interesting report on

"Text-Books"

was presented by Prof. Abbott. He commenced by saying that the design of a text-book is to impart such instruction in the subject on which it treats as shall become the sufficient ground-work for after study, observation and thought. The selection, arrangement and presentation of matter are the three essential points to be examined in a text-book. Generally, illustrations and examples should be few and clear, so that the learning of them may be insisted on as an essential part of the preparation for the class exercise.

In regard to matter and arrangement, perhaps a good test of excellence is to see whether, made to *impart* instruction, the book can serve as a synopsis or for a general review for him who is conversant with the subject on which it treats.

The President next announced a paper by Prof. E Olney, of Kalamazoo College.

The paper of Prof. Olney will be found in the present number of the *Journal*, for which reason we give no abstract of it in this place.

The Association then proceeded to the election of officers for the ensuing year, the result of which was given in the last number of the *Journal*.

Kalamazoo was selected as the place for the next annual meeting.

The sessions of the Association were closed by a social meeting on Friday evening, at which there was a feast of reason, as well as a flow of soul in the matter of social enjoyment.

The citizens of Ypsilanti deserved and received the hearty thanks of the members of the Association for their uniform kindness, hospitality and attention.

SCHOOL DISTRICT LITERARY SOCIETIES.

By Prof. L. E. Holden.

> For my part, I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew; it tends to set the reader himself in the track of invention, and to direct him into those paths in which the author has made his own discoveries. Edmund Burke.

WE have schools for discipline but we have very few schools for culture. Our culture comes from all the meliorating influences that breathe around us. Discipline is a stern tyrant and holds us by the vigor of his will. Culture is a beautiful goddess who woos us to her ways by her graceful carriage, the symmetry of her form, the radiant beauty of her eyes, and the charm of her voice. She is the presiding genius over well bred social life, and she makes the literature of a language her oracle for the nation. Teachers ought to be as devoted to this oracle as the Greeks were to that at Delphi. There is real inspiration in it and the soul is dead that can not feel it. The man who knows nothing beyond the text-book, even if he knows that to the letter, has a parched soul, and it will shrink into its merited oblivion. The teacher can not be the man of culture, which he ought, unless the fibers of his soul reach down into the thought of former ages, and out into the currents of thought and feeling of the present. *Sine literis vita non vitalis.*

I sometimes hear teachers lament that they have no literary privileges. They are often fine minds and do deeply regret that they find in our small cities, villages and large school districts, so few lovers of literature. Such regrets are well founded generally; but it seems that there is a remedy, or at least, a partial remedy. If the

teachers of our higher grades of schools will do what is most truly a pleasurable duty to one who is a lover of his race and a lover of high souled thought, the next generation of teachers will not complain that they can not find society which is congenial.

I propose to suggest a few thoughts on societies for reading the English classics.

Every large School District ought to have a Reading circle which should meet either in one fixed place weekly, or from house to house, as the circumstances may determine. Teachers ought to take the lead in forming these societies and by them try to elevate the literary tastes of the people. There is hardly a single district where there are not persons of taste and culture sufficient to sustain such a society, if any one will look them out and unite their efforts.

I have known it follow, when the teachers form such a society for themselves, that the larger scholars catch the spirit and gather themselves together, and many a long winter evening passes with marked profit. In the most of our districts the teacher should select from the people such as will be willing to assist him, and then take his large scholars into the circle, and from time to time give them work to do.

If we had time in school to study our own beautiful English classics, there would not be so great a need of such societies. But comparatively speaking the choice writers of our language, find no place in our schools. They are found in the libraries of scholars. They are household gods to but few, and they ought to be the *Penates* of every house. This condition need not be. But it will not be changed in a day, nor a year; but it may be changed, as all social reforms are changed, by an educational work. We need a *reading reform*,

one which shall regenerate the tastes of the masses, and it can come only by starting it among individuals; by breathing the right spirit into the souls of those to whom the many will look for light. Reformers are beginning to see that there is but one way in any reform to insure success; but one class that can do the work. They have learned by years of almost fruitless labors that the educators are the makers of morals and men, and nations.

In every village and in nearly every School District of any considerable size, a teacher, who really wishes it, can find a few persons who would like to meet together one evening each week, to hear good selections from the English classics read. It can not be that this is not true. Let the love for such a work really work in a teachers heart, and if he can not find those who can do much toward sustaining a Reading Circle, he will create them. The teacher who does his duty to all about him and himself, can not be an ascetic. The true born teacher is a great-hearted person, a generous giver of noble impulses, and such a teacher's work is not limited by the school-house walls. How could a young man of literary taste better secure the good will of that influential class in every village, the *older young people*, than by forming a reading circle, into which they with the more mature scholars, and even elderly persons of culture, should be invited to spend an evening each week?

Mechanical teaching is the most fatal work that can be done. The soul abhors machinery that fetters its heart. The routine of the school room can be made attractive only by an inventive teacher, one who has keen insight into the variety of souls that look at him with earnest love for something new to fasten their attention. Such a power comes to no man but by culture.

If it be true that a thought can be moved by any faculty only by its aid, then that must be the first work of culture, for the imagination is any other power of mind, which stirs up its energies and induces them to action. It is difficult to make the dull listen, a draft be introduced to fan it and to call out the glow and sparkle in the coals of fire that is in the soul. Our bodies are like furnaces and our minds like sparks of fire amid infinite variety of combustible material. Each sense is a little register through which air vital with thought enters. That this spark divine may be made to glow and sparkle with all the warmth and brilliancy of its nature, it must be breathed upon by the subtle spirits of wit, beauty and poetry. They are to the mind what oxygen is to the body. Virgil tells us that old Æolus commanded the winds and held them in the hollow caves of a mountain; and that as he struck the mountain's side they came rushing out at his bidding. So some minds have commanded the spirits of humor and song and with some strange and magical wand have sent them stirring through the world. They move in dances as varied the winds, and we have but to turn our eyes to see them, our cheeks to feel them; these spirits are all about us and more sensitive than the winds, they will exult when we ask them to fan our brows and to warm our hearts. They never move with such a grace and harmony as when mingled with the music of the voice. They bring a blessing to every lover of literature.

You wish to make these meetings sources of pleasure and profit; but why should I be tautological, for all true pleasure is of the highest worth. It is worth as much to man to laugh as to wring his soul with study and speculation. What were the earth without its flowers, or the heavens without the stars, or man without a smile?

While you do not wish to take a moment from life's labors, or a point from its purposes, you wish to gather the glow and the charm which genius has left upon its thoughts, and to bear these with you to light you on with your work to still nobler purposes. In the study of ideals, our ideal natures enlarge and our visions of man, of life and destiny expand.

There is a charm which mind can receive from social life, that the cloister can not give, and you want to avail yourselves of the impulses which the good will of the many may give to the individual. So far as your time will permit, it is hoped that you may pursue your studies into art and literature, and that you may bring the results of individual studies and individual thought, in the form of criticisms, essays or poems, in whichever each mind may see fit to give expression to itself.

The world has had many similar associations, and we know not how much the minds of men have been stimulated to higher efforts, while thinking of the rewards which friendly lips might give; and of the criticisms which the keen eye of genius might make in such social meetings. Many ears differently tuned can hear all the discords as well as all the combinations of harmony. Such meetings have a tendency to make literature glow with the immortal light of intellect warmed by the heart, rather than to smell of the lamp burning low and dull in the shadows of the cloister. I have thought sometimes while reading the dramas of the cotemporaries of Shakspeare, that I could feel in some lines, the reflection of his magnetic finger, as he suggested the thought to the author.

There is real philosophy in such meetings, for they appeal to the nature of man and stimulate effort; says Bishop Hall:

"God hath given to man a busy soul, the agitation whereof can

not but through time and experience work out many hidden truths; to suppress these would be no other than injurious to mankind whose minds like unto so many candles should be kindled by each other."

Geniuses are like quails, if you scare up a flock they will settle down in a circled cluster with their heads together.

It has been thought and sustained by no less a scholar than GROTE, that the *Iliad* and *Odyssey* had their origin in a poetical gens or fraternity, called Homerids. Whether they had their origin in such a fraternity or not, we know that such a fraternity was sustained even down to historical times, as the guardians and teachers of the national poems. The profession of Rhapsodist must have had its school or fraternity, and the price of excellence was won by him who could best render the thought of the poet. Philosophy itself among the Greeks was sustained and taught by schools which were fraternities, or societies where literature, and all forms of thought were looked at through a philosophic lens.

Emerson says, that Horatio Greenough, the artist, told him, that

"He believed that the Greeks had wrought in schools or fraternities—the genius of the master imparting his designs to his friends, and inflaming them with it, and when his strength was spent, a new hand, with equal heat continued the work; and so by relays, until it was finished in every part with equal fire."

But it needs no illustration from Grecian art or Grecian letters to show that associations are means for promoting excellence. We all know the frequent meetings of that band of literary men, beginning with Cowper, taking in Rogers, Wordsworth, Coleridge, Southey and Charles Lamb.

Many are still living with us who can remember well the meetings of Sir Walter and his literary friends; the odd erratic Byron, and the keen Shelly and Leigh Hunt,

and many others, met for the last time, but yesterday. We can almost hear Christopher North and the Etric Shepherd relating their wonderful adventures, or reciting fresh poems, and the sparkle of their witty eyes has but just gone out. Our own country has not been without them. Our first literary magazine had its origin in such a society, and even now the Breakfast Table is spread every month in the city of the Pilgrims, and the Autocrat, talks philosophy, wit and poetry there.

But were there no precedents we should yet have the strong argument for such associations, and for the study of literature, in man's social as well as intellectural nature. Mind is not like a sponge which once squeezed gives out all it contains, but like the magnet the more it works, the stronger its power, the more it gives the more it has; which draws the steel from the sand and imparts its own magnetism to all which it touches. Gœthe says:

"It is with the fabric of thought as with a weaver's masterpiece; where one treadle moves a thousand threads; the shuttles shoot backwards and forwards; the threads flow unseen; ties by thousands are struck off at a blow."

You are to meet from time to time to read from the poets, and other writers of classic literature, and you need not doubt that your own minds, in proportion to their sensitivity, will become like the minds whose thoughts you read and comprehend; for the soul

"Grows like what it looks upon:
As a violet's gentle eye
Gazes on the azure sky
Until its hue glows like what it beholds."

That does the world the most good, which makes mind work most and in the most harmonious way. That is the best developing agent which is best adapted to the faculty which it is designed to call into action.

That is the best system of education, form of government or source of culture which is grounded in the nature of man.

The best thoughts always spring from voluntary actions of mind and heart. The world in spring time swells with exultant pride, and its great heart beats with millions of throbbing pulses, as she enrobes herself and puts on her jewels. Its sweetest and fairest flowers are a free offering to all who look upon her. Just so every thought that bears on itself the wings of immortality, comes from a generous soul, never forced, always free. Shackles kill minds, men and associations of men; but an inducement which appeals to man by something in itself, which stirs him to action, not by impelling him, but by touching his soul just as the sunbeam touches the spirit of a flower, is that which God has ordained to unfold the wonderful possibilities with which he has set the human soul.

The philosophy of life is to bring to bear upon mind those things which its nature demands as sustenance. Mind grows best when all the conditions of its vitality are mingled in harmony about itself. It falls short of its destiny in proportion as these conditions are taken away. We want all the inborn power, the mysterious possibilities of mind unfolded, all brought into action. What single souls have been, we know, what others may become with the aids to development which the ages are affording, we do not know. They will not on earth become gods, but they will approximate to the full realization of the divine idea of a fully developed man in proportion to their living in the foci of the conditions of human life and growth. All forms of life for a full realization of themselves must focalize their conditions. We are free agents, not creators. We can place a flower

in death-bearing shadows or in sunbeams that pant to give beauty to every little life-spirit that asks. We can throw ourselves into the damp shadows of asceticisms, or go forth into the rich fields of thought and life, where the sunlight of truth shines bright, buoyant and beautiful with hope,—hope that may fill and thrill the soul.

Two factors multiplied together make a product, very variable indeed, but equal to the manhood or womanhood of each person. This product is the power which each soul has inborn in itself, and beside this, what it has acquired. Every soul ought to be a human soul, and if it is, it has two working natures, or two wants in the same nature, each ministering to the healthy action of the other. We all ought to be lovers of both fact and fancy. We walk upon material and feed upon material, and the spirit forces of the world are revealed to us in material; but our souls rise above the dead matter that we feed upon and tread upon; and more than this, they rise above the fixed laws and forces that act so constantly around us. These far reaching, supernatural spirits of ours, reach out into an ideal existence, and grow keener, as the dawning day of a higher life in that world of ideas and ideals throws out the glimmer of its golden light to woo souls into itself. Man is not made up entirely of lines, angles, linguistic roots, logical formulas, and fossils. We do not want mind developed all hard and knotty like the arms of the prize fighter, but we want real muscle, the elasticity of health, and the glow of poetic beauty.

There are wings on the true born soul which God gives it, by which it may fly back to him, at its will, aye there is in such souls something which is more than an appendage, it is a swelling, bounding power, and as a power it demands that which may feed its wants, and

make it act and acting grow. We must have within us earnest love of fact and fancy, or fall far short of filling the divine idea of man. A man with only such faculties, as take hold of the fixed and unchangeable, is like the mole that delves ever in darkness beneath the earth; and one who has nothing but a flighty vision, is only a blind hawk that soars into the sun. Whatever kindles the imagination and makes it glow with ideas, and ideals as it rises to look over the earth, and looks into the great Elysium of Fancy, and comes back trailing with the gorgeous imagery of its celestial birth place, adds the spirit of beauty and an earnest life to all the faculties of the mind, guiding and inspiring them just as the sunlight warms the hearts of men and guides their footsteps. He only half lives who sees never beyond the unchangeable. Nothing has such vitalizing energies as a soul whose heart is a restless imagination. It kindles all it touches, and if the fire that Prometheus stole from heaven and gave to men, was such fire, I do not blame the gods for being angry when they saw their divinest prerogative conferred upon mortals.

We say, the teacher needs power of illustration; needs what? Why sunlight in the center of his soul, which he can throw upon whatever he teaches and bring out its facts, and principles clear to view. What is that sunlight but a keen and far reaching insight, rooted in a vigorous reason, and what are these but a well ballanced imagination?

Do we as teachers study with a well formed design of cultivating our imaginations? Have we well determined opinions of what powers we have within our sleeping selves, and do we study to find out and apply the elements of developement and culture, which are adapted especially to the varied faculties of our minds?

The universe was made for souls, and its forces are developing agents, constant, unchangeable. Mind itself is an educational force to every mind that comes to look at it or its thoughts. The wind that kindles one kind of fire will put out another. There is a deep meaning in the philosophy of demand and supply, in the subjective and objective. It is truly difficult to determine the relative and the absolute, but we know something of the relations of means to ends. We know that growth is the object of life, and that action is the inevitable means by which strength and culture are gained.

No man has a right to think that he has reached the limit of his possibilities. The thinker never thinks so. The soul is always saying to its own consciousness, Let me act, I can do more, and be more. Life is not a dream of a dull tropical day. The world is full of magnetic fingers that snap at us on every side, and bid us stir ourselves to do something higher, nobler than we have done. We can but feel how much the world is calling for excellence, and how ready it is to crown him who will do work that is worth a crown. Now there is nothing of quite so much worth as a teacher, and that teacher is worth most to the world, who inspires mind and heart to act most strongly, connectedly, and harmoniously. If this be true, the grandest work that man can do is, to fit himself to teach; to fit himself to teach both heart and soul, by drawing currents of thought and feeling, with all the energy of the possibilities within himself, from science, art, literature, nature, man and God. Thus only can he get and give both DEVELOPMENT and CULTURE.

KALAMAZOO, Sept. 14th, 1850.

SPELLING.

By The Editor.

SOMEBODY has asserted, in my hearing, that children spell badly, and grown people also for the same reason doubtless, because they are taught to spell. This may be true, but some of us are not so constituted or situated as to be able to act upon the doctrine, whatever may be our private opinions about it. If it be true, however, one would very naturally expect to find those who have received least instruction spelling best. Some little observation has not shown this to be usually the case. Some so-called educated persons spell very badly, putting to shame, it must be confessed, all rules of books, all laws of analogy, and suggestions of sound; but persons not instructed at all, will readily outdo them in all these respects.

Spelling will, probably, have to be taught for some time yet in most primary and some higher schools, whoever or whatever may be responsible for existing bad orthography. The question, therefore, *How shall spelling be taught?* is just now of more importance than the other. It is not proposed to attempt to prove some one mode of teaching spelling to be better than all others, but rather to indicate some of the methods used by different teachers.

Indeed, I incline to the opinion that no one mode is *best* at all times, and under all circumstances, and with all classes of scholars. Methods of teaching spelling, as well as other branches, need to be varied occasionally, if for no other reason, merely for the sake of variety. A teacher must have peculiar power who can follow with success the same form of conducting recitations invariably

term after term, or even week after week, for any considerable time.

The general principles upon which teaching and reciting shall be done, can be and should be well fixed before one enters the school room. But the particular method by which these principles shall be applied must not be so rigid as to give no room for variety, especially for young scholars. Young teachers sometimes mistake upon this very point. Having studied earnestly and honestly to learn the very best methods, they are in danger of forgetting that the capacities, habits, tastes and previous training of those to whom these methods are to be applied, are widely different, and that the forms and modes will need to be flexible enough to bend somewhat to circumstances. So in spelling it would be unwise to adopt any one plan, however valuable, to the exclusion of all others. The object of teachers should be to make themselves acquainted with as many methods as possible, and to employ any or all of them as circumstances require.

I. It is sometimes asked, as a first question, *Shall a spelling book be used,* or shall words be selected from the reading or other lessons for the exercise in spelling?

For reasons which it is not now necessary to give, I would have most classes use regularly a spelling book, and still not use this exclusively.

A part of the time lessons can be given more profitably from the Reader, from a Geography, Arithmetic or other books, of such words as are employed more exclusively in particular studies.

It is true, all these words may be in the speller, but they will, I believe, for some reason, perhaps the power of association, be better remembered when learned from the book in which they are oftenest seen.

II. It is sometimes asked, but is a question of no very great importance. *Shall pupils stand or sit while reciting?* This will depend very much upon the conveniences of the school room, the length of time employed in the recitation, and the age of pupils. The attention of young scholars can usually be better secured when standing than when sitting, if they are not required to stand too long, and are expected to sit quietly when not in the class.

More advanced pupils can sit quite as advantageously unless the mode of spelling requires them to stand. It will be found expedient, I presume, with most classes to vary the position occasionally.

The following modes, among the great number which might be mentioned, may be employed.

I. One method, and this was almost the only one known to my district school boy days, is to arrange the class standing, and beginning at the "head," to allow each scholar to spell by turn down the class. If one misses, the word is put to the next and so on, until it is correctly spelled. The missing scholar is sometimes simply marked and required to make up the lesson, or in addition the winning pupil takes a position above such as miss, so that the head and places near it become posts of honor.

Another mode is, with the class arranged as before, to commence at the head and put a word to each scholar in succession, allowing any pupil, when his turn comes to spell, to correct any word wrongly spelled, and to exchange places with the missing scholar if his position is higher in the class; or marks of merit and demerit may be employed in room of exchange of places.

III. Another method, with the class either standing or sitting, is, for the teacher to pronounce a word, requiring the first scholar to repeat the word, the second to

spell the first syllable, the third to pronounce that syllable, the fourth to spell the second syllable, the fifth to pronounce that, the sixth to pronounce the syllables already spelled, the next scholar to spell the next syllable, the next to pronounce and so on till the word is completed.

This, for variety, is an excellent method with classes somewhat advanced, as it requires close and constant attention, things very important to be secured in all recitations.

IV. Still another mode is, to allow each scholar to write, on a slate or on paper, all the words of the lesson as pronounced by the teacher. Slates may then be exchanged or scholars may retain their own as the teacher prefers.

The whole class may read a word in turn, or one pupil may read the whole lesson while the others are required to mark all words wrongly spelled, and afterwards to give the number and the wrong spelling.

V. And still another method is, to require the members of the class to write in turn a certain number of words upon the blackboard, both the writing and spelling to be critizised by the class and the teacher. In this mode it is well to require the words to be divided into syllables.

More methods might be given but these are enough to suggest others which may be equally good or better.

No especial superiority is claimed for any one of these modes, nor is the use of one recommended to the exclusion of all others. All are good under some circumstances.

The methods by writing, however, especially upon the board, should be employed a portion of the time; for it happens not unfrequently that a scholar who will spell a word correctly will write it wrong, and sometimes, on the other hand, the eye will correct the ear.

In closing I do simple justice to say that this article has been written, not with the expectation of giving new ideas to old teachers, but with the hope of helping some who are just commencing the work of managing and instructing children. If it shall lead such to study for the invention of better methods of their own, its object will be fully accomplished.

PHYSICAL CULTURE.

We give the readers of the Journal the following article as containing some very practical truths upon a point of general interest to all, and worthy of the special consideration of teachers both as individuals and in reference to their profession.

At an early age I was led by many facts to practice a heroic degree of self-denial, and to me from the first misery was the way to secure health. For many years I tried to do this, but succeeded very imperfectly. I at length resolved to attempt the next best thing, and in so doing that I was not the best thing of all. It was merely this—to put no extra restraint upon my appetite, to practice no very rigorous self-denial, but to eat and drink about as much as I desired, and then by my subsequent self-management to take care that I should make myself well every particular I had evil wel.

Soon after I began to carry out this principle, I experienced a cessation of indigestion, and the many ills to which it gives rise. Having found out that this principle worked well in the long run, I still retain it as one of the cardinal rules in my method of training.

And what is my method? you will perhaps inquire. It is the doing the right thing in the right way at the right time. It is the obtaining a sufficiency without going to excess. It is the using my own discretion about everything, without blindly following another's precept or another's example, or even tying myself down to rules of my own devising. It is the carrying out of what may seem to be the expediency of the moment. It is the doing what may seem best under the circumstances.

But though it may be difficult for me to describe briefly and clearly what my method is, that is no argument against its efficacy. What other method would have insured for me an appreciable gain in strength, day by day, month by month, and year by year, with an almost entire exemption, meanwhile, from any but the most trivial disorders? Let the following facts speak for themselves:

I was nearly seventeen years of age before I seriously undertook to improve my physical condition. I was then but five feet in height and a hundred pounds in weight. I was rather strong for my size, but not strong for my years, and my health was not vigorous. I am now twenty-six years of age, five feet seven inches in height, and one hundred and forty-eight pounds in weight. My strength is more than twice that of an ordinary man, and my health is as excellent as my strength.

What has produced this astonishing change in my physical condition during the last nine years? I will attempt to sum up a few of the proximate causes that may have led to this result.

1st. I have breathed an abundance of pure fresh air almost constantly.

2d. I have exposed myself sufficiently to the sun.

3d. I have eaten an abundance of wholesome food.

4th. I have drank less than a quart of spirituous liquors, and less than a gallon of fermented.

5th. I have used less than an ounce of tobacco.

6th. I have taken, nearly every day, about a half-hour's gymnastic exercise in the open air.

7th. I have conformed to the customs of society only so far as they were not at variance with health.

8th. Regarding procrastination as the thief not only of time, but also of health, I have shunned it as especially dangerous in all matters pertaining to physical well-being.

9th. I have poisoned myself as little as possible by food contaminated with lead, copper, brass, or bell-metal.

10th. I have developed my body harmoniously.

11th. I have allowed myself at least ten hours rest in almost every twenty-four.

12th. I have paid a due regard to bathing, without, however, rendering myself amphibious, or carrying a good thing to excess.

13th. I have been particular that every portion of my dress should be as loose and easy as the freest action of my muscles and limbs would demand.

1st. That whatever increased my strength improved my health.

2d. That one means of improving my health was to increase my strength.

3d. That the stronger I became, the healthier I became.

4th. That is was as easy for me to increase the strength of my body as it was that of a magnet.

5th. That, by developing my body harmoniously, I could preclude the possibility of hernia, or any other serious injury, that otherwise might arise from an extremely violent action of my muscles.

6th. That lifting, if properly practised, was the surest and quickest method of producing harmonious development; while it was almost the most strengthening of all exercises, and consequently the most healthful.

7th. That it was better, while exercising, to perform twenty different feats once, than one feat twenty times.

8th. That it was possible for me to take, in fifteen or twenty minutes, all the gymnastic exercises that I should need in twenty-four hours.

9th. That I could gain faster in strength by forty minutes gymnastic exercise, once in two days, than by twenty minutes of the same daily.

10th. That, as my strength increased, my exercise should be more intense, but less protracted.

11th. That increase of the muscular power was attended with increase of the digestive.

12th. That one means of increasing the digestive power, was to increase the muscular.

13th. That many articles of food had formerly proved injurious to me, not because they were really unwholesome, but because I was unable to digest them.

14th. That a person may become possessed of great physical strength, without having inherited it.

15th. That, by increasing the strength, a predisposition to certain diseases may be removed, and diseases already present removed or mitigated.

1. That increase of strength can not long continue as a fact of any importance.

2. That increasing the strength more extensive than that which is made from the lungs and the other structures.

3. That what benefits a part of the body benefits more or less the whole.

4. That long before I succeeded in bringing [illegible] with the table of a considerable number of hours from the time I had ceased to be [illegible] with that health be [illegible] and indigestion.

5. That a [illegible] of seventeen need not despair of becoming in time a remarkably strong and healthy man.

1. Select a [illegible] for your sleeping apartment, a room on the sunny side.

2. Let the sun have access to it at least six hours a day.

3. Keep it thoroughly ventilated the whole time, particularly during the night.

4. Contrive, however, to have it thoroughly ventilated without subjecting you to too great a draft.

5. Practise general ablution at least once a week in cold weather, and twice a week in warm, but seldom oftener in a New England climate. In offering this rule, I expect to be censured by quite a large class in the community who seem to delight in daily soaking and washing in water, not merely in the slightest consciousness that by so doing they defeat every intention for which water is externally applied.

6. Allow yourself not less than eight hours' rest as a daily average. I allow myself not less than ten.

7. Never, while in good health, let the temperature of your apartment, when heated artificially, get above 60° by Fahrenheit. (I prefer for myself a temperature of about 60°.

8. Keep the atmosphere of any apartment you occupy sufficiently pure, by occasionally opening windows, and sufficiently moist, when it is being artificially warmed, by the constant evaporation of water.

9. Never forget that the combustion of any inflammable substance is invariably productive of poisonous gases.

10. Never use food of any kind, if you can conveniently avoid it, that you have reason to believe was prepared in a copper, brass, or bell-metal utensil, no matter how scientifically such utensil may have been "protected."

11. Never use water internally or externally that has come in contact with *lead* or any other poisonous substance, if you can have choice of that which has only come in contact with iron, gutta-percha, or glass.

12. If you must use water that has come in contact with a poisonous substance, neglect no expedient for rendering such water as nearly free from it as possible.

13. Most use that kind of food which you most prefer if your experience is not against it, without regard to what Liebig has said of its chemical constituents, or Beaumont of its digestibility.

14. Never "rise from the table hungry," if you are not an invalid, but completely satisfy your appetite. The digestive power, like the muscular, will be weakened, if not vigorously exercised.

15. Avoid excessive exercise of either mind or body, lest you create a necessity for narcotics and stimulants.

16. Avoid too little exercise for the same reason.

17. Increase your strength as one means of improving your health.

18. Practise lifting as the most strengthening of all exercises, and consequently the most healthful, but practise it with the utmost caution until you have ceased to have any weak point.

19. Use dumb-bells as a means of exercise, to be ranked next to lifting in importance, and let them be always as heavy as you can conveniently handle, but use them with great caution, and never for a longer time than ten or fifteen minutes in the course of a whole day.

20. Develop the body harmoniously, in order that you may preclude the possibility of hernia, or any other serious injury which otherwise might result from a violent action of your muscular system.

21. Never let the duration of gymnastic exercise exceed a half-hour daily, or an hour once in two days.

22. Never rise early unless you retire early, or sleep with your windows closed, or have something to attend to which will not permit you to lie late.

23. If you retire late, or sleep with your windows open, lie until you feel like rising, whatever may be the hour.

24. Gradually wear less clothing about your neck until you wear so little that you can at any time allow your neck to be entirely exposed without being liable to take cold.

25. Be careful that your dress is at all times loose and easy every particular.

26. Conform to the customs of society no further than your health will admit.

DEPARTMENT OF PUBLIC INSTRUCTION.

Reports from Union Schools.

To the Trustees and Principals of Union Schools:

The public interests demand that we shall have fuller and more explicit reports from the Union or Graded Schools than are provided for in the annual reports, made to the School Inspectors.

In the absence of any legal provisions for such reports, the Superintendent would respectfully solicit the Trustees and Principals of the Union Schools to make out and forward reports of the statistics, condition and progress of their Schools, to the Office of Public Instruction at Lansing, on or before the *first day in November.*

It is important that both the Principal and the Board of Trustees should concur in making such report, that it may be both full and authentic.

In order to secure some degree of uniformity in these reports, the following order of topics is recommended, viz.:

1st. The name and location of the school.

2d. The number, size and cost of school buildings, and the general description and value of school property, embracing grounds, apparatus, libraries, &c. If the

buildings have been described in previous reports, it will be sufficient to refer to such reports. Any additions or alterations should be noted as well as the good or ill conditions of the buildings, grounds, &c. and any improvements worthy of imitation particularly explained.

3d. The number of children, as shown by the last school census, the number in attendance in the different terms both of resident and non-resident pupils. There should also be noted the average attendance in each term and the ratio of attendance to the whole number of pupils as compared with the past year.

4th. The length and arrangement of school terms and vacations.

5th. The cost of schools. This should exhibit the total amount paid the last school year for all school purposes; the amount paid for Teachers' wages, &c. This statement should also include the statements of receipts, from school fund, from taxes, from rate bills (if any), and for tuition of non-resident pupils. It will be well also to state the average cost of tuition for resident pupils, and the charges for tuition for non-residents.

6th. Number and grade of Departments, and the number of pupils in each. With this also may be given the studies of each grade, and the number of teachers employed in each Department. A statement of the average age of the pupils in the different departments will exhibit in an important point the efficiency of the system. State also whether the ancient and modern languages are taught and to what extent.

To these any other statements may be added which will exhibit the workings of the school and its general influence on the character of the pupils or upon society. Especially let it be stated what additional agencies are used as of libraries, reading rooms, cabinets, literary societies, &c., to promote the culture of the pupils, and what means for their moral improvement. State also the measures used to preserve the health and promote the physical education of the pupils.

Reports are solicited from all schools which are graded and taught in two or more departments.

If Principals and School Boards will promptly furnish these reports, a mass of information will be collected which will be valuable to the Union Schools themselves as well as to the state at large.

N. B. Let each report be signed by the School Director and by the Principal.

JOHN M. GREGORY, *Superintendent.*

NEWS AND NOTICES.

For want of space the items under this head are mostly omitted this month as well as the Book Notices.

The Fall Series of State Institutes has occupied the resident editor's time so fully during the month as to leave no opportunity to prepare the usual matter for his department. The Institutes have been attended with much interest and success. The first of the series, at Romeo, was the largest State Institute ever held in the State. Two hundred and twenty-eight teachers were enrolled. For this large number the citizens of Romeo provided free entertainment. The Institute at Birmingham numbered 137 teachers; that at Corunna 91; and that at Otsego above 150. Board was furnished gratuitously in all these places, and the citizens manifested the liveliest interest in the exercises. A Catalogue of the series will soon be published.

IN MEMORIAM—GEORGE E. DUDLEY. After an illness of about three weeks, George E. Dudley, Professor of Mathematics in the Michigan Normal School died at the residence of Mr. J. Q. Dudley in Detroit. He commenced his career as a teacher in Michigan in the year 1852, at which time he accepted the Principalship of the Jonesville Union School. His earnest labors as a teacher added to his indefatigable zeal as a student in a few years wore out his strength and compelled him to resign a position which he had most ably filled. From that time till the fall of 1858 he was engaged in mercantile business. He was at that time appointed Professor of mathematics in the Normal School and efficiently and faithfully performed the duties of this position until the time of his decease. He was a most earnest and successful teacher, and an upright consistent Christian man. His death is a heavy and irreparable loss not only to his bereaved friends and relatives, but also to the State and to the Cause of Popular Education. The State Board of Education will look long before they find the man to supply his place in the Normal School. We hope in a future number to publish some fuller sketch of his life and especially of his career as a teacher.

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THE
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THOUGHTS UPON AN ELEMENTARY COURSE IN MATHEMATICS.

BY EDWARD OLNEY.

(*Continued from page 357.*)

There are two branches of mathematics, viz: Analysis and Geometry (I can hardly agree with the view which makes mechanics a separate branch); Analysis embraces Arithmetic, Algebra and the calculus. Geometry may be divided into graphical or special geometry and Analytical or general.

Arithmetic is the science of values. Algebra treats of the properties and various transformations of the equation. The calculus teaches a method of deriving certain secondary quantities from the primaries, or those under consideration; it, of course, discusses the nature of these derived quantities, the manner in which they can be introduced into discussions, and also how we may return from these secondaries to their primaries. Geometry treats of form and position. Graphical or special geometry investigates the properties or *loci* of particular magnitudes, as, for example, it treats of the properties of the circle, and the position of other magnitudes associated with it, as its tangents, chords, &c. Analytical or general geometry discovers and discusses general formulas. To illus-

trate, special geometry discusses the tangent to the ellipse, analytical geometry seeks a general solution equally applicable to tangents to all known curves. So again the one discovers the area of the circle, while the other evolves a formula which embraces the areas of all plane curves. The distinctive feature is not, as has often been stated, that analytical geometry is simply geometrical discussion, carried on by means of algebra, but it is that the theorems and problems of one are special, and those of the other general.

False notions also exist as to the provinces of Arithmetic and Algebra; the latter frequently being defined as a "kind of general or universal arithmetic," thus recognizing no distinction other than that of universality.

Again, algebra is sometimes defined to be the "science of the equation," which has the fault of being too general. There is no such thing as *a* science which treats of the *formation* of the equation.

Equations are expressions of relations existing between quantities, which relations are sometimes self evident ones, sometimes such as grow out of our notions of justice, often such as are discovered by lengthened process of reasoning, as in geometry or mechanics, and often the result of experiment or observation. Thus facility in the *formation* of equations is in no way connected with the simple subject of algebra, or in fact with any other single science. A person may be very expert in algebraic manipulations, and know nothing of optics, in which case he would be utterly at fault in an attempt to construct a large class of equations, and so of other departments. But having the equation formed, algebra receives it, and having previously expounded its nature, proceeds to so transform it that the unknown quantity shall have its value expressed in known ones, the arith-

metical relations among which are indicated. Here arithmetic takes the problem and proceeds to make the combinations and ascertain the *value*. For example, we learn from certain principles in mechanics that the following relations exist between the quantities a, b and x, viz: $\sqrt{w} = \sqrt{a} - \sqrt{a-b+x}$; by algebra we learn that $w = \frac{b^2}{a^2}$ and here the work closes unless definite *values* be assigned to the known quantities. If, however, b be taken equal to 400 and a to 20, arithmetic concludes the operation by squaring 400 and dividing the result by 4 times 20.

This view of the subject will, of course, be seen to narrow very much the value usually thought to belong to arithmetic. There are properly speaking but ten arithmetical operations, viz. addition, subtraction, multiplication, division, involution, evolution, discovering the arc from its trigonometrical function, and *vice versa*, and finding a logarithm from its number and the converse. The first six of these operations only are now treated in our arithmetics, though the other four are essentially arithmetical in their nature.

All else found in our arithmetics is simply out of place, and can only be clumsily handled by arithmetical processes. Such are the various cases of percentage which are most readily discussed by algebra, constituting a case of two simple equations between two variables. There are five quantities always under consideration, three of which must be given in order to find the other two. A knowledge of business formulas gives us the requisite equations, algebra transforms them, and arithmetic completes the process for definite values. So again how cumbrous the treatment of ratio, proportion and progression till transferred to their proper province, and then how elegant and comprehensive.

Let arithmetic be confined to its proper sphere, and let the time thus saved, which would not be inconsiderable, be devoted to algebra, and I doubt not, that all which is now embraced in arithmetic, together with simple and quadratic equations, would be learned in the time usually devoted to the former, with the added advantage of having much more complete views of many of the subjects treated than would otherwise be gained.

Such being the limits of the several departments of mathematics, let us inquire into the advantages to be derived from having them recognized in our treatises. Setting aside the consideration, by no means a small one, that the beauty and harmony of the science as a whole would thus be made to appear, I shall call attention only to the saving in time and the wider range of truth which could investigated.

When I speak of the saving in time, I do not mean to be understood that too much is now devoted to these studies, but that a much shorter time would suffice to obtain all the knowledge and discipline which are now obtained.

How much time would be required to obtain a good knowledge of the theory, and all desirable facility in the performance of arithmetical operations, if the above view is a correct one?

Let it be remembered, that of all the wide range which has been deemed merely applications of arithmetic, there is little, if any, that belongs to the science. The relations between the quantity, price of unity, and whole cost, are evidently, correctly, and only correctly expressed mathematically, by a simple equation. All those problems which are embraced under the exceedingly loose term, analysis, are merely algebraic, and the processes ordinarily resorted to for their solution are but those of

algebra disguised and tortured. In fact, it would be no exaggeration, I think, to say that two thirds of all the matter, found in our common and high school arithmetics, should either be expunged from the course altogether, or transferred to that department, or those departments (for no inconsiderable amount of Geometry has been brought into many of these books) where it really belongs and where alone it can be philosophically treated.

But some conservative exclaims "what then would become of all the mental discipline which is now obtained from the study of the Arithmetic?" I reply that more real discipline of mind ought to be got out of the "fundamental rules" and common and decimal fractions, than is obtained by one pupil in a hundred from all his drill in arithmetic. Our *practical* man is also disturbed, lest his boy will fail to be fitted for business. Be patient, however, and we shall see whether as thorough business men can not be made by the course proposed, as by the present one; and, in the meantimes consider just what sort of practical boys our schools now turn out. It is not proposed to omit anything of value in our present course, but only to transfer it to a time and place where better views can be obtained.

Algebra, it may be thought, would thus grow to unwieldy proportions. Not at all; these subjects are already embraced *indirectly*. All that would be necessary, would be a little more formal treatment, and a reliance upon these methods instead of the former.

It is, however, in geometry and the more advanced mathematics that the advantages of a proper distribution of subjects will be seen most forcibly. As has been intimated above, the common or graphic—the special geometry is made to cover quite too wide a range of subjects. Every mathematician knows that there are few

really seminal propositions in this geometry. Let such theorems be selected as are really fundamental, and all those which are only special cases under more general propositions be referred to their proper place—the analytical geometry aided by the calculus—and let such subjects as are purely algebraic be discussed in algebra, and our nine books of geometry would become, at most, three. What a tedious process is that by which we obtain the solidity of the sphere and the other round bodies! Why not discuss the general method of measuring volume and leave these to fall in as mere corollaries? So again of the circle. How the pupil puzzles and vexes himself, with the cumberous methods for finding its area and the ratio of the radius to the circumference. By and by he finds out that all this, and vastly more, might have been attained with less than one-fourth the labor. But I must not specify. To such as are familiar with the subject, no further specification will be needed, and to others the advantages can not be shown.

It may, however, be asked "what great good is going to come of this *transfer?* The truths are important and must be developed somewhere; you only change the place of discussion." But not so. By putting the subjects in their proper place we gain, at least, three points of advantage; first, a philosophical order of development; second, each subject is treated but once, whereas, the same topics are now discussed in several separate treatises and viewed from as many different stand points; and, thirdly, that method of treatment is secured which is best calculated to develop the subject.

As a third source of evil I notice, the practice of treating the same subject in several different methods. This evil make its appearance very early in our course, and only disappears when its existence would cease to

be so serious a drawback as it is in the rudiments. In arithmetic, for example, we find various processes for performing the same thing, and the beginner is liable to be hurried from one to the other and fail to get any fixed in his mind. To take a particular illustration from algebra, we find most of our authors giving from two to five methods for completing the square of an affected quadratic. To this course, it seems to me, several objections may be urged, prominent among which are the time consumed, and the danger of confusing the pupil. On the other hand it may be urged, that, though each method is perfectly general, some are better adapted in point of facility to certain cases than others; and again, by thus viewing the subject in various ways, much more enlarged notions are obtained. To the first the answer is that only here and there one ever makes such *practical* use of these various processes. Practical men in business are notoriously wedded to *uniformity*, and I think teachers will agree with me when I say that the tendency is scarcely less strong among students. The force of the second point must be acknowledged, if all the methods are mastered, but the danger is that they will not be, and instead of comprehensiveness we get confusion. Granting, however, all that could be asked, the question would still recur, "Is it better to obtain many views of one thing than good views of many?" There is, of course, a "golden mean."

Finally, I would call attention to the too common practice of tracing out deductions rather than fastening in the mind general truths and directing the pupil in such a way as to enable him to make the deductions himself. This point I have no time to elaborate, though it is one of great practical importance. My communication has already grown to an unexpected length.

To this subject should be added that of methods of presenting mathematical truth, inasmuch as false methods are a most fruitful source of waste of time and energy.

FEMALE INFLUENCE.

By the Editor.

WHY insist on female education?—I answer: *Her duties* demand it. *Our interests* demand it.

Woman is the divinely commissioned teacher of infancy. The child whose mind is just unfolding, whose perceptions are just beginning to act, wakes from his cradle-slumber, to behold the lithe form of a gentle watcher bending over him, to gaze into those eyes whose every glance is love, and to feel upon his brow the soft breath of lips whispering accents of tenderness, and yield himself to the fond embraces of maternal affection. This is his first lesson. She traces the first impressions on his immortal mind. As days advance, desires are born, curiosity awakes, propensities develope. The Eden of the soul must now be kept with proper care. Virtue must be encouraged, vice eradicated, wrong dispositions restrained, genius directed and talent stimulated, that the soul may be prepared for its destiny in time and beyond it. It belongs to woman to execute this high commission.

> "Oh! Let not then, unskillful hands attempt
> To play the harp, whose tones, whose *living tones*,
> *Are left forever in the strings.*"

The basis of character is laid in early life. Aspirations for the noble and true are now excited or baseness is stamped upon the tablet of the soul. The course of future conduct is marked out, and the bearings of existence taken,

by maternal help, and upon the mother's skill and watchfulness in a great measure depends, whether the child shall be a hero or a slave, an honorable man or a villain, a brother of angels or a companion of demons. Truly, the great Hungarian Exile has said:

"Whatever be the fate of man, one stamp he always bears upon his brow; that which the mother's hand impressed upon the soul of the child.

But this duty is not restricted to infancy. Woman shares with man the responsibility of training the minds of youth. Education is but partially accomplished if given entirely into the hands of men. The ability of females, as instructors of youth, even in the higher walks of science, has been often demonstrated. Her intellect can grasp the mighty truths of Philosophy and hold them as firmly as that of man. Her reason can comprehend the broadest propositions and fathom the profoundest subtilities of science, and can reach the loftiest climax of consecutive argument. With the same advantages in the various departments of learning, she can walk by her brother's side; and though she may be sometimes sustained by him, when her steps would falter, his wearied powers are often rallied, by her defiant challenge, as she gaily trips along the rugged pathway. But education consists not merely in developing and strengthening the intellectual powers; there must be also the proportionate cultivation of the sensibilities. The love of the beautiful in nature, in art, in literature; an appreciation of the elegancies and adornments of truth, must be developed. Here the influence of the female teacher is clearly discernible and the result of her labor most strikingly apparent. That man, however strong in intellect, however brilliant in talent, however great in genius, who gives no indication that the influence of woman has wrought refinement upon his soul, that boasts himself, independent

of mother, wife, sister, friend, is a monster in society. He may be a giant, but he is one of a savage tribe. To tame the fierceness of passion to restrain the mild impetuosity of desire, and calm the raging propensities of man's nature, woman's influence is as powerful as the fabled lute of Orpheus.

It is true that her voice is seldom heard in the pulpit or in the forum, but the sublime strains of the statesman, resounding in senate-halls, and the pathetic appeals of the gospel herald, are often but the echoes of sentiments native in the female heart, and by her first whispered in tender yet thrilling accents.

Woman possesses a power of moral control, that man may covet in vain. Along the whole pathway of life, the enchantment of her presence, her manners, her voice, throw a spell around the heart which it is in vain to resist. As impressions are first made by her on the infant mind, so they are the last to be effaced from the memory of age. Years roll away, thronging events crowd the avenues of life, cares and anxieties, schemes and measures occupy the mind, but conscious memory, at last, loses their impress, and when the ear of age grows deaf to other sounds, even then are heard again the tones of love that moved the heart in childhood.

The brilliant displays of virtue, patriotism, heroism and all the elements which constituted the greatness of the "Father of his Country," reflected the character of Mary Washington, and fame has joined her immortality with that of her illustrious son. And his mother's influence has just as clearly been exhibited in the character of Napoleon I. Her heart rioted with delirious joy amid scenes of glory on the tented field, and she breathed the full inspiration of her own martial delights upon the soul of her son. He was a warrior-child, a hero in his youth,

in manhood, the scourge of nations. The star of Washington rose quietly and shone with mild and beautiful effulgence; that of Napoleon shot out upon night's ebon sea, glared terribly for a time, but consumed by its own fierce intensity as suddenly disappeared. The world is unanimous in the praise of the former, while the most enthusiastic friends of the latter, fail to recommend him to virtuous admiration.

It is the province of woman to mould the manners and customs of social life. When she is an ignorant slave, degraded and brutal, man is a savage and his nation barbarous. The history of civilization is also the history of woman's elevation and influence. Her intelligence, virtue and refinement exert upon society a transforming and elevating power, producing an expansion and dignity of soul, manifest in all the activities of life. But not only in personal association is this influence felt, she becomes, by authorship, the advocate of principles and practices, that enhance the happiness of society and tend to elevate humanity in every thing, noble and great. Her strong affections, her intense emotions, and her keen perception of the practical methods of success, render her not only auxiliary to man, but place her in the front rank of the advocates of justice and right.

It is peculiarly the province of woman to execute many of the commissions of charity. In the execution of such commissions, she often presents the most attractive scenes of moral beauty. Her hand ministers most kindly to the afflicted. In the chamber of the sick, her noiseless step, her gentle tones, her watchful attention to every want of the sufferer, her quick anticipation of every wish, conspire to render her presence essential and her ministrations above all price. In the house of mourning, her tears of sympathy, her words of consolation, mitigate the severity of bereavement.

As a friendly adviser, she rallies the drooping spirits of the disheartened aspirant, and urges him forward in renewed energy and purpose, to success. She seeks the lost, rescues the fallen, and essays the reformation of the most degraded and vicious. Her love sometimes reaches the power of instinct, and its ties are severed only when the heart itself is broken. Husband, brother, child, however reckless or cruel, however degraded by dissipation, however dishonored by crime, receive consideration from her when the world spurns him as too base for pity and too vile for association. In her heart, mercy is consorted with justice, and she labors to save when hope has ceased to cheer.

Woman seems, both by nature and inclination, more disposed to piety than man, and more susceptible of religious impressions. Her heart becomes enamored with the beauty of virtue as exemplified in the life of the Savior, and fondly clings to the holy cross. Less inclined to formal and stoical observance of religious services, the exercises of devotion more readily unseal the fountains of emotion, and she realizes the fulfilment of promises and revels in the sweet delights of spiritual communion. The benevolent enterprizes of the church find in her an able advocate and a liberal supporter. The widow, who gave her fortune though but a mite, to the treasury, is a type of female liberality. She drinks deeply from the spirit of Christianity and she has in every age been distinguished for her firm adherence and resolute attachment to it.

"She while Apostles shrank, could danger brave,
Last at His cross, and earliest at His grave."

Should Christianity ever be exiled from the schools of Philosophy, should she be entirely neglected by the busy throngs of men engaged in business strife, should she be persecuted by the malice of the wicked, her refuge would

be at the quiet fireside under the vestal care of woman. Should her temples be demolished, her sanctuaries laid waste, her ceremonies abandoned, her last altar would be the female heart, her last sacrifice, a mother's prayer for her loved ones, her last sacrament, her tearful memory of Him whose love redeemed a sinful race.

Such is her influence, her power, at the fireside in the social circle, in the civil government, in the Church of God.

The advantages of education in its highest sense, in the light of her capabilities and relations, are hers of right, and should be provided with generous liberality.

A FIGURE.

IN a window, idle sitting,
  Laughed a merry child at play,
Watching feathers in their flitting,
  Blown by idle breath away.

So I thought an elf-king, sitting
  In the window of the mind,
Laughs to see the thoughts go flitting,
  Out beyond the open blind.

And he sits there blowing, blowing,
  All the prisoned thoughts away;
Thus expertly weakness showing,
  For I'm left with none to-day.

M. F. C.

AMERICAN INSTITUTE OF INSTRUCTION—PHYSICAL EDUCATION:

The 31st annual meeting of this old educational society was held at Tremont Temple, in Boston. The most noticeable feature of the session was a discussion on the subject of Physical Education, a sketch of which we borrow from the Massachusetts Teacher.

"After the usual committees had been appointed, the discussion of the question for the day, "Is it expedient to make Calisthenics and Gymnastics a part of School Training?" was opened by Mr. T. W. Valentine of Williamsburgh, N. Y.

The time was, he said, when, in the education of a child, it was deemed only necessary to store the mind with purely intellectual matter; but now it is the custom of nearly all teachers to develop the body and the mind also. Physical education had almost entirely been lost sight of, and moral education, he was almost obliged to say, had been accidental. When he asked teachers what they taught in their schools, they generally replied: All the common branches, anatomy, physiology, the sciences, and so forth; but never thought of physical education. He thought that children were kept too long in school, and restrained too much from their plays; that the school seemed more to them like a prison-house than a place to obtain knowledge. He did not wonder that so many grew up deformed and unhealthy. The Creator designed that all should be good-looking; and, if proper care were taken in their early training, they would be able to glorify him in body as in mind. The gymnasia of ancient time were often corrupt; for their trainings had reference to the battle-field. The "muscle men" of the present age, of whom Heenan, the "Hittite" was the head, had not accomplished a very good end; but they had, at any rate, showed the necessity of physical training for the attainment of physical endurance. He then gave some description of the system of discipline adopted in his school, and related some instances showing its beneficial effect. The girls, he said, needed a different kind of exercise from the boys; for they were not out of doors so much as the boys. Much trouble was experienced by him; and he had no doubt that it was also by other teachers, in the fact of the girls not speaking loud enough. They seem to have the idea that it is not polite, but very ungenteel.

Prof. Phelps of Trenton, N. J., desired to know of the previous speaker the details of his gymnasium.

Mr. Valentine complied with the request. He used dumb bells, poles, cross-bars, weights, ladders, etc. He thought it necessary to have an exclusive teacher in this department of education. In his own school he instructed some two hundred at a time.

Rev. Mr. Northrop of Saxonville, said that a gentleman was present, who had given this subject special attention, and desired that he might be heard from.

Dr. Lewis of Newton, responded. He said that he excluded bars, clubs and almost all the usual gymnastic apparatus. He disbelieved in everything that did not cause fun. He had a gymnasium in the vicinity, and was about to propose to have a committee of the Institute to visit it. The speaker had found his system to work admirably among the insane. If he might characterize his system, he said, it consisted of a variety of positions; not so much in lifting great weights, as in rapidity of evolution.

Mr. Greenleaf of Brighton, who commenced teaching in 1835, said that he always found that those were the best scholars who took the most exercise. He thought it all folly to lead a life of indolence. He had himself walked three miles to learn the multiplication table. He closed by urging attention to the cultivating the muscle—sawing wood, or splitting it, as some of our polititions do rails.

A committee, consisting of ladies and gentlemen, was chosen to visit the gymnasium of Dr. Lewis.

SECOND DAY.—MORNING SESSION.

The meeting was opened at 9 A. M., with prayer by Rev. A. H. Quint of Jamaica Plain. The first business was a report from the committee appointed yesterday to visit the gymnasium of Dr. Lewis, which was presented by L. Richards, Esq., of Washington. It expressed the entire approbation of this system of physical training, for its simplicity and easy introduction into any school, with little expense, and with the best of physical results.

DR. LEWIS'S GYMNASIUM.

Dr. Lewis was now called upon to exhibit some of the movements employed in his system of physical exercises. He first called up one of his pupils, a young man who was sent to him six months since in a state of such feebleness, that it was feared he would soon die of consumption, but who now appears healthy, and possessed of a well developed body.—

This person gave an exhibition of the exercises with clubs.--The doctor remarked that the interest of the pupils was maintained by the great precision with which these movements were required to be made.

Next, sixteen gentlemen were called from the audience to form a class for the exhibition of some of the simple exercises. These were arranged in two rows, of eight in each, facing each other, and required to remove their coats. About twenty little bags of beans, of some ten inches square, and two-thirds filled, were brought npon the platform, and the two classes were required each to pass these bags up and back, and see which could do it in the shortest time. This proved to be a very exciting and amusing exercise. It was varied by tossing the bags across from one class to the other, causing them to pass very rapidly. Next, three persons were selected from the class to stand in the form of a triangle, and toss three bags to each other ; then two persons to toss three bags, keeping one in the air all the time. After some weeks of practice in tossing the bags, rubber balls are substituted, when the exercise becomes more active and thorough.

An armful of round sticks, about three feet in length, and of the size of a broomhandle, were brought upon the platform, and each gentleman requested to take one, and imitate the movements of one of one of Dr. L.'s pupils, who was introduced as a leader. Next came movements of the neck, head, shoulders, arms and legs. During all these exercises, there was much merriment among the actors, as well as amusement for the audience.

Dr. Lewis remarked that this system embraced two hundred and twenty-five movements, adapted to all parts of the body, and that many of them are especially designed for children. He recommended running for children, as it is an excellent exercise for the development of their lungs, and this is of the utmost importance to secure a proper circulation of the blood, and a healthy growth of the body.

He would introduce walking and running exercises into all schools, and it could easily be done without fitting up any other places than those already supplied by the playgrounds or yards. Let the children walk once around the yard, briskly, in order ; and then run once around ; then walk twice around, and run once ; then run around twice, and walk once ; then let ten run around three times ; then ten others, while the first ten rest ; and so on, continually changing, so as to keep up the interest. He would also have wooden dumb-

bells, each weighing about half a pound, for all the pupils, and drill them in classes to use them.

The following resolution was unanimously adopted :

Resolved, That the members of this Institute have this morning witnessed, with great pleasure and interest, the exercise in gymnastics, under the direction of Dr. Lewis, and that we believe it eminently worthy of general introduction into all our schools, and into general use.

After the adoption of the preceding resolution, the subject of calisthenics and gymnastics was again taken up for discussion.

Dr. Wellington said that the system, as here presented by Dr. Lewis, differed in principle from the scientific system of Dr. Ling of Sweden, in one particular, that of rapid instead of slow movements. He (Dr. W.) had observed the Swedish system, as practised by the brothers, Drs. Taylors, in New York, who are the only persons in the country that are carrying out fully the scientific system of medical gymnastics as developed by Dr. Ling, and he regarded it of great importance that teachers should understand the leading features of this system. However, he would endorse the exercises employed by Dr. Lewis, as the best he had seen for introduction into Common Schools.

Dr. Lewis added that he approved and employed the slow movements for invalids and feeble children, but light and rapid ones for well persons. He commended the playing of ball and cricket for physical exercise.

Dr. Gregory, of the Female Medical College of this city, called the attention of teachers to the importance of having this subject directed by science.

Over two hours were spent in witnessing the gymnastic exercises, and in the discussion of physical training, and it enlisted the most earnest attention of the large assembly.—It was regarded as one of the most important and practically valuable subjects which has come before the meetings of this Institute. Indeed, no previous presentation of this subject before any of our educational meetings has been at all comparable with this of to-day. Before the subject was dismissed, Dr. Lewis, volunteered to furnish information to teachers who desired to introduce calisthenics and gymnastics into their schools, if they will address him at the "Bank of the Republic, Boston, Mass."

SPIRIT OF SADNESS.

DARK winged visitor of the night!
Why come ye here in the morning light,
Where sparkling eyes in the home look gay;
Hasten ye hence from our halls away.

Our cup of bliss is filled to the brim,
And hopes rise fair in the past look dim;
But the folded hands and the waxen face,
Why bring ye them from their resting place?

There are shadows enough, Oh, dark winged one,
In the moonlit haze of a cloudless sun;
There are tears enough in the faded eyes,
And the weary soul hath unnumbered sighs.

Then hasten back to the leafy wood,
Nature's castle of solitude;
Where the gloomy night-bird flits and flies,
Under the starless midnight skies;

And leave the veil of the past untorn,
'Till our finished lives of their fruits are shorn;
'Till the glorious dawn of eternal day,
Drives thee, fiend! from our sight away.

W.

THE AMERICAN SCHOLAR.

By the Editor.

NO one questions the propriety or even the necessity of popular education. In our government, education must not be confined to the few; it must be diffused throughout all ranks of society, and as soon as possible be

made accessible to the cottager in the wilderness as well as to the inmate of the mansion. And yet, widely as intelligence may be diffused, enlightened as the masses may become, there must be focal centres from which the light must radiate. These focal centres are the *scholars of America.* The great agencies for illuminating and refining society are the press, the pulpit and the forum. But from the very nature of things, editors and orators are to a great degree dependent on the labors of others for the results of scientific investigation, the cultivation of art, the discovery and development of truth, and the practical adaptation of these to the purposes of social, civil and religious advancement. Master minds there must be, thus to discover truth, to originate sentiment, and to illumine dependent minds, who shall reflect the light and sentiment upon the masses in every department of life. These master minds are the *scholars of America.* There must be such ruling spirits in Theology, in Science, in Statesmanship. The influence of such minds is incalculable. Though humble in station, unassuming in manner, and unknown in fashions dazzling maze, such minds yield a power before which thrones crumble, systems vanish, and empires quicken into sublime existence. They are nature's noblemen, and without hereditary rank or wealth, possess prerogatives which entitle them to rule as lords in the empire of mind.

To such minds we are indebted for the rapid progress of science, the application of its principles to the various arts, the projection of great enterprises to facilitate commerce, and hasten the communication of intelligence, thus accelerating the movements in every department of business, and marking our age as emphatically one of progress.

To such minds we are also indebted for those stupendous moral enterprises which contemplate universal education, and with a sanctified philanthrophy unlimited by geo-

[illegible] the evangelization of the [illegible]

[illegible] the very existence as well as prosperity of our government is jeopardized. The hand of the skilful pilot only should grasp the helm of state. Freighted as she is with the dearest interests of humanity, she should be guided by those only who possess the most accurate knowledge of the dangers which threaten her. To such minds are we to look in the halls of legislature, that the rights of the people be preserved inviolate, that just and equitable laws be enacted. Judicial decisions must be made by the strongest reason illuminated by the most comprehensive knowledge. Obedience to law and the practical acknowledgement of its supremacy must be enforced by the exercise of unwavering firmness and assurance of the right. To such offices and duties must come the patriot scholars of our land.

In other spheres of action, the same preëminence awaits them. They must preside over the interests of education. To them will be committed the instruction, the inspiration and the development of intellects now youthful, but soon to constitute the national mind. They must preside also over the interests of religion. It is true that God can accomplish his beneficent purposes by feeble instrumentalities, but his providence indicates that the advancement of his cause is accellerated by the efforts of strong practical minds. Such minds originate enterprises commensurate with the magnitude of the cause which they have espoused, and labor with such nobility of effort that they are known as "God's men," co-workers with him.

In the division of responsibility resting upon men, how large a portion rests upon the scholar? how great the preparation demanded to fulfill the obligations which devolve upon him? The common avenues of information

and ordinary attainments in intellectual strength and discipline are insufficient for the labors that await him. With these only, his efforts will be like those of Sysiphus, doomed to constant disappointment. The garish drapery of superficial acquirements, and the scintillations of untutored genius are alike unfitted to accomplish the noble objects of the scholar's mission. The mind of the nation can be quickened and its heart excited to healthful and vigorous pulsations only by profound thought, communicated in a style of language, earnest, bold and clear. Truth, philosophically deduced, clearly conceived and rationally demonstrated, will force its way through ignorance, prejudice and bigotry and conquer the convictions of men. The scholar who is capable of such efforts wields an influence involving the highest responsibility, and in the fulfillment of his mission deserves the highest praise.

In the attainment of scholarship commensurate with such a mission, we know of no better elementary preparation than the ordinary curriculum of college study. The experience of centuries has demonstrated its adaptation to develope and discipline the various faculties of the mind in their just proportion and in their proper order. Its primary object is to awaken the intellect, to unfold and expand its capacities, to develope and strengthen its faculties. It is true that there are illustrious examples, whose names are emblazoned on the page of history, who rose to distinction without the assistance of such culture. But those examples are the exceptions. They rose to eminence by the energy of rare native endowments, which enabled them to overcome obstacles which to others would have proved impassible barriers to further progress. Nor were they entirely independent of professional assistance. The distinction between oral and written instruction consists chiefly in the superior facility with which the former is com-

municated. They were not led by the hand of the living teacher along the giddy heights of philosophical observation, or through the perplexing labyrinths of occult science, but they have traced the paths of those who have gone before and followed in their steps. Unable to enter the treasury of classic lore, they availed themselves of its precious wealth, when brought out and presented to them by other hands. Such examples show what self-taught intellect may accomplish, but leave no doubt but that with better opportunities their lives would have been adorned by still more brilliant achievments.

Youth has in schools and colleges the assistance and sympathy of the living teacher. The mind, under his careful superintendance attains its proper proportions and systematic development. It is thus fitted for the reception of practical knowledge and disciplined for patient persevering labor. His further preparation must be made by original thought and self-directed reason. He has learned the use of chart and compass and he must now launch out into the broad ocean of experiment, and put into practical exercise his well-studied theories of navigation. Through variable winds and counter-currents he must urge his way, and with dauntless energy wrestle with the storm.

His mind must farther be prepared by a bountiful store of general information. History, the recorded experience of ages, Biography which introduces him to private acquaintance with the great, Philosophy furnishing refreshing and invigorating entertainment, Poetry and Art, exciting pleasing and thrilling emotions, all should be made to contribute to his accumulating resources. But his particular sphere, the profession or business which he has chosen should attract the intense application of his powers. To this he must turn with an ardor of devotion which

will allow no rival till he obtains the complete mastery over it. For it must be henceforth the instrument by which his position and influence are to be acquired. But even here there must be no resting place. Following out the paths trodden by others, he must take up the chain of reason and prosecute his deductions till he grasps the flying result and makes it subservient to his will. He must sink the shaft into mines where others wrought, deeper and still deeper and bring up purer gems to enrich the treasury of truth, or, pluming himself for lofty flight he must on vigorous pinions rise and from sublime heights, survey the extended prospect. Such in intellectual strength, such in accomplishment, such in power, should be the scholars of America.

With hearts burning with patriotic devotion and an uncompromising fidelity to their country, its institutions will be upheld despite the angry waves of faction which may dash against them, and they will be transmitted in glorious perpetuity to generations yet unborn. With a philanthrophy commensurate with the sufferings of the enslaved of every clime, they will make America God's missionary to the nations to diffuse light, to cheer the desponding, to unfetter the bonds, and His scourge to avenge the wrongs of those who have been crushed beneath the heel of tyrany. With a piety that clings with holy devotion to the religion of the Son of God, they will make this land the Zion of the nations, the joy of the earth.

THE GREAT QUESTION.

WE extract the following passages from an article under the above head, in the late report of the Hon.

Anson Smyth, State Commissioner of Common Schools in Ohio:

"The true way to reform the character of the world is correctly to educate our children. We must begin this work at the foundation—must give to human minds the right shape and bias while they are plastic. We must mould them into desired forms before age shall harden them into rigid deformity.

Who can doubt, that had the time, the labor, and money, which have been expended in fruitless endeavors to eradicate chronic vice from old hearts, been applied to secure increased facilities for the correct training of the young, we now should rejoice in results far more abundant and blessed than what have been achieved.

The highest authority known among Christian people, authorizes the belief that "*evil men will wax worse and worse;*" while those who are early trained in the way they should go, will all their days be found in "the highway of the upright."

It is hard work to teach old men new ideas—ideas antagonistic to those which for fifty years have governed their lives; and a still harder thing to teach them to reduce new theories to practice. To this truth, history—individual, national and universal—is abundant in testimony.

Across the ocean look, and in the Freneh nation learn the truth of this proposition. Twice, within the memory of living men, have the French driven their Kings from their thrones, and inaugurated republican governments. But these republics, how ephemeral. Why their brief existence, their speedy overthrow? With American example before them,—with Hoches, Cavignacs and Lamartines at their head, laboring for the success of the good cause, why did they fail? Why was each attempt followed by an absolutism more tyrannic and oppressive than that which preceded?

It is easy to answer. The French people were not qualified for acting the part of republican citizens; they knew not how to behave under a liberal government.

And for the same reason the republics of Mexico and South America have been little else than organized anarchies. Under their old dynastic oppressions, they imbibed ideas and contracted habits which disqualified them for self-government.

The reason why the people of the United States manage their free political institutions so successfully—at the same time acting the sovereign and the subject—is the fact that we have been "brought up to" the theory and practice of republicanism. Our fathers, as long go as the days of the Plantagenets, began to revolve in their minds he idea of democracy. And all through the dynasties of Lancaster and

York, Tudor and Stuart, this idea gathered strength. But it could not set up for itself in a land where thrones and crowns were the gods of the majority; and it was therefore obliged to seek room for its practical development in the new world. Two hundred and thirty-nine years ago its representatives filled the cabin of the Mayflower; and, as they voyaged westward, formed a civil or governmental compact which secured to all equal rights. And all through our colonial era their circumstances favored the development of this theory of government. To it they educated their children till they were prepared to establish a State without a King.

And it is the education which we give our sons, that secures the continued operation of our free institutions. The American mother, metaphorically speaking, spreads the Star Spangled Banner over the cradle of her boy, and, set to music, gives him "Hail Columbia" in tones as patriotic as loving. And when that young democrat reaches the age of five years, he knows all about Bunker Hill and Yorktown, King George and George Washington. And in five years more you may find him and his fellows—barefooted it may be, but adorned with shawls and bosom-pins—whittling pine and talking politics. He will tell you all about constitutions and laws; all about sovereignty, popular or unpopular; all about federal authority and State rights; all about tariffs and finance; and when he becomes a man, he is qualified for acting his part as a republican citizen.

And so it is in social life. The man whose incivility and rudeness are ingrained by all early associations, can never acquire easy and greeable manners. The boy must be educated in modesty, kindness and respectfulness, or he will never find it easy to take on the bearing of dignified politeness. He must become a gentle *boy*, before he can become a gentle-*man*.

The same law applies in moral as in political and social life. The Christian missionary who goes with gospel tidings to teach heathen souls the way of salvation, achieves little success with adults, whose minds are stored with the dark prejudices of ignorance, superstition and idolatry. To the children his expectations turn. They must be gathered into schools, and their young minds taught in the way of righteousness.

Therefore not alone in our schools, but also into our families, into all our educational forces, should be put that which we would have appear in our nation's life. All divine teaching and all human experience declare that what we would have society become, we must train our children to: that the true theory of reforming the world's character is correct early instruction."

MISCELLANEOUS.

WHAT TO DO IN A FIT OF THE BLUES. — Go and see the poorest and sickest families within your knowledge.

WHAT TO DO IN A FIT OF THE SULKS.—Think over all the kindnesses you have received, and the manner in which you have repaid them.

HOW TO MAKE CHILDREN MIND.—First consider them as children and not as old folks. Second, never command them to do any thing unreasonable.

WHAT TO DO IN A FIT OF ENNUI. Go into the attic and look over all the old rubbish. You will be sure to find something interesting and something to do.

DRAWING THE LINE.—A lady whose style of piety was more affected than attractive, once took a friend to task for wearing feathers. "But," said the friend, "why are my feathers any more objectionable than the brilliant artificial flowers in your own bonnet?" "O," replied the serious lady, "Christians must draw the line *somewhere*, and *I* draw it at feathers!

WOODMAN SPARE THAT TREE.—I once saw a farmer near one of our Western cities, planting some small shade-trees on a barren space in front of a splendid mansion that had just been completed, and while conversing with him about having fine trees upon a lawn, he said: "What a foolish man I have been! for not fifteen years ago there stood upon this spot as fine a grove of trees as the heart of man could wish. Then my only thought was that I might have a clean place to mark the spot I called home, instead of a shady grove which now I so much desire."

GOING TO.—"Going to do it," never made a fortune, built a house, or won a name. "Going to do it" has been the bane of more people than would fill the census of a dozen New Yorks. The man who is always "going to do it," rarely, if ever, does it. The only thing he does is to go out of the world without doing it. If he has a task which must be done, he at once announces,

with a deal of boasting and a great waste of words, time and breath, that he is "going to do it." And while he is thus "going to do it," somebody else, who is not suspected of "going to do it," does it and reaps the reward.

EMERSON on MANNERS. — I wish cities would teach their best lesson, of quiet manners. It is the foible, especially of American youth—pretension. The mark of the man of the world is absence of pretension. He does not make a speech; he talks a business tone, avoids all brag, is nobody, dresses plainly, promises not at all, performs much, speaks in monosyllables, hugs his fact. He calls his employment by the lowest name, and so takes from evil tongues their sharpest weapon. His conversation clings to the weather and the news, yet he allows himself to be surprised into thought, and the unlocking of his learning and philosophy. How the imagination is piqued by anecdotes of some great man passing incognito, as a king in grey clothes!—of Napoleon affecting a plain suit at his glittering levee!—of Burns, or Scott, or Beethoven, or Wellington, or Gœthe, or any container of transcendant power, passing for nobody!—of Epaminondas, "who never says anything, but will listen eternally!"—of Gœthe, who preferred trifling subjects and common expressions in intercourse with strangers, worse rather than better clothes, and to appear a little more capricious than he was! There are advantages in the old hat and box-coat. I have heard that throughout this country, a certain respect is paid to good broadcloth; but dress makes a little restraint; men will not commit themselves. But the box-coat is like wine; it unlocks the tongue, and men say what they think.—*Atlantic Monthly.*

JUST IN PLACE.—Daniel Webster once told a good anecdote in a speech. When asked where he got it, he said: "I have had it laid up in my head for fourteen years, and never had a good chance to use it till to-day."

My little friend wants to know what good it will do to learn the "rule of three," or to commit a verse of the Bible or the Catechism. The answer is this: Sometime you will need that very thing. Perhaps it may be twenty years before you can make it fit in just the right place. But it will be just in place sometime, and then

if you don't have it, you will be like the hunter who had no ball in his rifle when a bear met him.

"Twenty-five years ago, my teacher made me studying surveying," said a man who had lately lost his property; "and now I am glad of it. It is just in place. I can get a good situation and high salary." The Bible and Catechism are better than that. They will be in place as long as we live—they will keep.—*Christian Inquirer.*

RAILROAD PROGRESS.—The Railway Annual for 1859 states that in nine years, or from 1850 to 1859, the railroads of the United States have increased from 7,335 to 37,844 miles in length. In this period, the increase in the New England States amounted to 62.74 per cent.; while in eight of the Western States the increase was 1201.41 per cent. At the same time the former gained in population 16.12 per cent., and the latter 42.22. The total cost of the roads up to 1859 amounted $365,451,070, of which large sum it is supposed one-third has been wasted in construction. At this time there are 28,000 miles of finished roads in the United States, and about 16,000 either under construction or projected, requiring $400,000,000 for their completion. It is estimated, however, that many years must elapse before sufficient capital can be diverted from other objects to carry them through. In the meantime, many projected in a spirit of rivalry to other roads, will be abandoned. It is calculated that 20,000 miles of railroad are sufficient to do all the business of the country at the present time, and that 8,000 miles have been constructed in part in rivalry to other roads, which have proved a deep loss to stockholders, and in the main will pass into the hands of the bondholders.

DEPARTMENT OF PUBLIC INSTRUCTION.

Answer to School Officers and others, by the Superintendent of Public Instruction.

QUESTION 13. Whose duty is it to draw from the Town-

ship Treasury the moneys belonging to a School District, and if the Assessor should he be required to give bonds for such moneys?

ANSWER. The Assessor is properly the Treasurer of the District, and should be required to give bonds for double the amount of *all* moneys which may come into his hand whether collected on rate bills, or received from the township treasurer. All moneys belonging to the District should therefore be drawn and held by him till wanted for District purposes. There is an irregular practice prevailing in some districts of giving to teachers orders on the Township Treasurer. This, though not prohibited by law, leads to confusion, and should be abolished. If all moneys are drawn through the Assessor, his accounts will exhibit the entire receipts and expenditures of the district.

QUESTION 14. If a citizen of a district boards a non-resident pupil while attending school in the district, does he become liable for the rate bill of such pupil?

ANSWER. Certainly not. One who merely boards a pupil can not be held liable for a school bill, any more than he can for a store bill. If, however, any one should take such pupil *to board and to send to school*, the case would be changed, and he would be liable for any charges that may accrue for the tuition of said pupil. The District Board is authorized by law to fix the rate of tuition to be paid by non-resident pupils, and they should fix the rate and collect the tuition without waiting to put it in the rate bill. The fact that such pupil enters the district to board and is sent to school by a citizen does not constitute him a resident.

QUESTION 15. Can a District draw its proportion of the Primary school money and of the two mill tax if its three month's school did not close till five and a half days after the annual meeting?

ANSWER. The Constitution of the State prescribes that any district neglecting to maintain a school three months in each year "shall be deprived for the ensuing year of its proportion of the income of the primary school fund and of all funds

arising from taxes for the support of schools. Art. 13, Section 5. The law provides that the school year shall commence on the last Monday in September, and the full three months of school must be actually taught within the school year to entitle any district to share in the public money.

QUESTION 16. May School Inspectors alter the boundaries of a district so as to embrace the entire territory of another district, and thus unite two districts into one?

ANSWER. The power of the Inspectors to alter and regulate the boundaries of the Primary school districts is limited only by their own discretion and the legal restriction that no district shall contain more than nine sections of land. Section 71 says "they may regulate and alter the boundaries of the same (*i. e.* districts), as circumstances shall render proper." If therefore, in their judgment, circumstances render it proper, they may extend the boundaries of one district so as to embrace the entire territory of another. Cases will arise in which by reason of the decrease in the juvenile population of a district, or on acconnt of such increase as renders it desirable to establish a graded school, the public good will demand the absorption of a smaller district into a larger one.

The powers of the Inspectors over the boundaries of districts being so unrestricted by law, is liable to great abuse, and it is creditable to these officers throughout the State that so few cases of clear abuse of power have occurred.

It can scarcely be claimed that the circumstances render it proper to alter the boundaries of, or unite districts in which the majority of the people are strenuously opposed to such alteration or union. It is doubtful, therefore, whether the Inspectors ought ever to interfere with the boundaries of established districts, except on joint application of a majority of the people of all the districts concerned. They may, in their discretion, refuse to change boundaries and especially to subdivide districts when in their opinion the public good would be sacrificed thereby.

In the case of districts having graded or Union schools, the Inspectors can not alter the boundaries without the written consent of a majority of the School Board. See Section 164, School Laws 1859.

QUESTION 17. When two districts are united by the School Inspectors which District Board shall continue in power?

ANSWER. If by the terms of the Inspectors' action the territory of district No. 2 is attached to district No. 1, district No. 2 is virtually abrogated and its offices cease to exist. The jurisdiction of the district Board of No. 1 will be extended over the enlarged territory of the district.

But in case the two districts are nearly equal in size and population, it may be expedient to regard the new district as a new organization, and call a meeting of the qualified voters as the law in such case provides (Sections 1, 2 and 3), to elect a new district Board for such district. If the new district proposes to establish a Union or graded school it should proceed as in Section 147.

Journal of Education.

It is of much importance to the Department of Public Instruction as well as to the School Districts themselves, that the copies of the Journal of Education sent to the School Directors shall not fail to reach their destination. The Superintendent would therefore respectfully request all school officers to make enquiry at their respective Post offices as to whether any Journals received there for School Directors remain undistributed, and to notify this Department of any failures.

Postmasters will also confer a favor by sending notice of any copies misdirected or not taken. It is believed that but few failures in the regular receipt of the Journal now occur, and these may be easily corrected.

Catalogues Wanted.

Colleges, Academies and Union schools of this State are respectfully requested to send copies of their annual Catalogues to the Office of Public Instruction, Lansing.

Literary Statistics.

To School Directors and Township Clerks.

The Superintendent desires, for the public good, to obtain some more full and perfect account of the district and town-

ship school libraries, and of their character and usefulness. He therefore solicits the Directors of districts in which there are District libraries, and the Township Clerks of townships having township libraries to send to the office of Public Instruction at Lansing, answers to the following questions:

1. What is the number of volumes in your library, and how many of them are in good condition, *i. e.* no leaves lost and with the binding still firm?

2. How many volumes of History and Biography, how many of Travels and Adventures, and how many Novels or works of fiction does your library contain?

N. B.—Where the library is not too large to permit it, please give a list of the books by their titles.

3. How many books have been added to the library this year (1860), and what was the cost of such books?

4. How many loans of the books have been made during the year?

5. Do the people of the township or district generally show an interest in the books, and do children frequently draw books for reading?

6. Is the library kept at the school house or at a private house, and is it conveniently located for the citizens to obtain books?

7. In the districts having District libraries, are books more used and is more interest shown in the library than was the case when there was a township library?

8. Would the voters of your town district desire that a part of the two mill tax should be set apart for libraries?

9. Please add any suggestions that you have to make as to the value, the support and the general management of the libraries.

I hope that most of the towns and districts of the state will respond immediately to this circular. It is not proposed to publish all if any of the replies, but the facts will be collated for the use of the Legislature.

Send answers to J. M. GREGORY, LANSING.

Union School Reports.

The attention of Union school Principals and Trustees is asked to the circular in the October number of the Journal respecting Reports from Union Schools.

EDITORIAL MISCELLANY.

BUSINESS FOR TEACHERS' MEETINGS.—

In City Districts in which from ten to twenty or even fifty or sixty teachers are employed, it is customary for these teachers, either at their own instigation or under direction of the School Board, to hold weekly or monthly meetings. Such meetings ought to be held by the teachers of every Union school even where no more than four or five teachers are employed. The best interests of the school, the union of effort and unity of plan and purpose among the teachers and departments rigidly demand such regular conferences. And in any township, the interests of the schools would be much promoted by regular and frequent meetings of the teachers in the township. These meetings may be called by themselves, or, as has been done in some instances by the visiting Inspectors.

A prominent School officer in one of our cities has asked us to indicate the proper business of such meetings, and we accordingly undertake the task not so much from a feeling of ability to do it well, as from a conviction of the importance and need of the attempt. These meetings sometimes fail to be either interesting or profitable from the want of a judicious selection and management of the exercises.

1. The main and central business of these meetings should be that of mutual improvement in the art of Teaching. To accomplish this, let some specific topic, in some of the branches taught, be chosen for each meeting, such for example as Orthography and the modes of preparing and conducting spelling exercises, or in Reading. The elementary sounds and the modes of teaching articulation, Emphasis and Inflection the rules for their use and the cultivation of the voice in respect to them; in Arithmetic, Notation and Numeration, their principles and the modes of teaching; the other fundamental rules in their order, Mental Arithmetics and the methods of recitation. So also, in time, should be discussed modes of teaching Geography, Grammar, Writing, History, &c.

Some teacher should be appointed beforehand to lead the exercise, and should make thorough preparation for it. The exercise may commence with a short examination and drill, the leader being permitted to question the others as he would a class, to test their knowledge of the subject. He should then proceed to explain his method of teaching the given subject, and finally invite discussion or criticisms upon it. Such an exercise will not only bring out much light upon each study but tend to a wholesome uniformity in the methods of teaching it, and, better still, will inspire that teaching with a new and sterling interest.

Besides these discussions of branches of study, some of a more general character will prove interesting. The modes of conducting recita-

tions, the means of inspiring a love of study and securing perfect lessons, the arrangement of school exercises, the times, topics, and methods of general exercises, the preparation, teachers should make for recitations, the means of moral and religious instruction, the promotion of habits of cleanliness and good order among pupils, the preservation, ornamentation and ventilation of the school house, physical exercises for the school room, the general management of the play ground and its sports and exercises, and many other such topics will excite interest and elicit valuable truth. These discussions should be carefully prepared and prosecuted with a sincere desire to learn truth.

2. Besides these professional discussions and drills, a limited time may be given to each teacher to give an account of his school, to describe any interesting experiments he may have tried, or to propose any difficulty he has encountered. In this exercise no member should occupy more than five minutes, and the whole time employed should not exceed three-fourths of an hour. Usually half an hour would be sufficient, and those not called upon at one meeting might speak at the next.

3. At each meeting one or two essays might be read by teachers, appointed at the previous meeting, and a few minutes devoted to the discussion of the views advocated in the essays.

4. A class exercise, or recitation on some lesson previously given out, to be conducted by some teacher appointed for that time, the remainder of the teachers acting as a class, will prove suggestive and interesting as a specimen of recitations, and will not be without its value as a study to those engaged in it.

5. An anonymous budget, under the care of an appointed editor, to which all may contribute to be read at some interval in the exercises, will be found a pleasant recreation and not unprofitable, if not allowed to degenerate into low wit or personalities.

6. A most useful and important part of the business of these meetings, if rightly conducted, will be the examination and criticism of text books. Let some one text book, an Arithmetic or Grammar for instance, be taken, each teacher if practicable being supplied with a copy, and a careful and critical examination be entered upon embracing the arrangement of subjects, the clearness of definitions, the accuracy and completeness of statements, the questions and the general adaptation of the book to the uses of the school room.

Not all of these exercises should be introduced into any one meeting, and some of them may be found impracticable for some societies.

Finally, let us add, that previous preparation, promptness in commencing and closing each exercise, and general good order are essential conditions of success. An earnestness of purpose that avoids on the one hand the petty variety which seeks to display its smartness or learning, and equally shuns, on the other, the false shame that will not ask for information to enlighten its ignorance, is also a most necessary element of the right feeling which must rule in all the exercises and arrangements of the association.

With these conditions fulfilled, these meetings may be occasions of of great interest and value to both the teachers and their schools.

WHAT IS PRACTICAL?—

"Make the Journal more practical." Such is the admonition that has frequently reached the ears of the Editors of this periodical. Well; kind friends, this is just what all the editors, from first to last, have sought to do. But what is practical. One judges that to be practical which amuses and interests, as stories of school life, &c.; the young teacher, perplexed with the difficulties of his novel work, counts that alone practical which describes for him methods and processes of teaching and managing; another, more advanced, counts that practical which discusses principles or discloses the philosophy of education. Then, again, there are teachers riding hobbies, interesting themselves in particular sciences, and each one counts that practical which helps his hobby. Some again are interesting themselves in the county or township associations, and they would count the Journal practical if it were filled with the proceedings *in extenso*, of these society meetings. Now all these classes come up before the editor's mind as he sits down to write and he would gladly please all, but where is he to find such a variety of material? He racks his brains, searches the pages of exchanges, goes over the memories of his own teacher life, but all fail to afford the full variety he needs. He turns to his files of correspondence with the teachers of the State, a correspondence which ought to be rife with accounts of school and school matters, with notices of meetings, celebrations and pic nics, held or to be held; racy with anecdotes, *bon mots*, and children's sayings; rich with descriptions of experiments tried and of successful methods of teaching; and ripe with sound reflections and pithy criticisms of books and men,—full, at least, of questions which might stir the editor's thought and reveal to him his readers wants. But, alas! instead of such a correspondence, he finds three or four straggling letters, one of which, at least, is a sharp rebuke or a gentle hint that "the Journal should be made more practical."

Now, good friends, it lies with you to remedy the fault, if fault there be. Make it a practice to write to the editor once each month. Write familiarly, socially and to the point. If you have nothing to communicate, write a friendly greeting and tell him what you liked best in his last issue. Give him the results of your experience or reading or reflection, tell him of the character and wants of your school, describe to him the real difficulties you meet with, ask questions, relate any odd or pleasant incident which has occurred in the school or district, write any thing, in short, rather than not write at all, and my word for it, you will soon find your Journal doubling in value and interest. Please try it for the next three months.

CHICAGO SCHOOLS.—Happening last month to be in Chicago, we accepted the courteous invitation of Mr. Wells, the excellent and efficient School Superintendent, to visit several of the Public Schools under his

care. The High School was organized by Mr. Wells himself and marks the era of his administration. It is housed in a magnificent and costly building, and its crowded rooms, and fine order, together with the intelligent bearing of its pupils give unmistakable evidence of its usefulness and success. We can not attempt to describe fully all we saw to admire, but we can not refuse to express the pleasure we felt in hearing some remarks made by Mr. Wells to the pupils in the chapel. Plain, faithful and kind, they marked a moral purpose so honest and high, a manfulness so straightforward and christian, that we could not but augur well for the future character and career of pupils, educated under such influences. The school includes a Normal school for girls in which are trained a body of well qualified teachers for the city.

In the Primary and Grammar schools we marked every where the same order and system, the general prevalence of a high activity and thorough discipline, which revealed the presence and influence of a master mind, and afforded an argument of irresistible force in favor of the office of City Superintendent. We thought often of our own commercial metropolis, Detroit and her schools, as new evidences of the unity of purposes and work, revealed themselves in the successive school rooms visited, and felt that if the members of her School Board could see what we saw, they would no longer let the office of Superintendent lie vacant in the City of the Straits.

We were much gratified to see the attention paid to physical culture, and witnessed with great pleasure the marching exercises in which the entire school took part, often keeping time to some sweet school song which the pupils sang as they marched. Mr. Wells informed us that he regarded this marching exercise as one of the most useful and indispensable of the physical exercises, and that it was practiced even by the pupils of the grammar school grades.

All the newer school buildings in Chicago are divided into school rooms of moderate size and furnished with desks and seats for 50 or 60 pupils, and in almost all cases both sexes are found in each room. There are no separate recitation rooms, each teacher having charge of a school room and hearing his or her recitations there. Mr. Wells expressed a very decided choice of this plan over that of large school rooms and recitation rooms adjoining as in the older school buildings in the city, and as in nearly all of the Union school houses in our State. He advanced some strong arguments for the plan of small school rooms, and we can not but commend this question to those villages in Michigan which are about to erect new Union schools.

SCHOOL FURNITURE.—

We wish to ask particular attention to the advertisement of W. Chase & Son, Manufacturers of School Furniture. While attending the August meetings, in Buffalo, we visited Messrs. Chases ware rooms, and were greatly pleased with the elegant appearance and beautiful finish, as well

as cheapness and durability of their desks and seats. They have arrangements by which they deliver their furniture free of charge in Detroit, and we cordially advise the many districts in our State which are erecting neat and tasteful school houses, to send for one of their descriptive catalogues.

BOOK NOTICES.

IT is but little that this Journal can do in the way of criticising the new books with which the prolific press of this country is continually crowding the market. We have attempted simply to notify our readers of the appearance of such books as have fallen under our notice. In announcing new school books, we have avoided making any comparison of their merits with those of other books in the same departments, both because such comparison, if fairly made, would occupy several pages for each book noticed, and because such a course would involve the Journal in a war as vexatious as unprofitable. No teacher should introduce a new text book till he has made a thorough personal examination of its merits.

We find on our table a new edition of Worcester's Comprehensive Dictionary. This is the Worcester's School Dictionary much enlarged and improved over the earlier editions. It is well furnished with appendices, embracing Latin and Greek names, Scripture names, Christian names, Geographical names, names of distinguished men of modern times with the pronunciation, a full list of abbreviations, a collection of words and phrases from foreign and ancient languages, and a brief account of Greek and Roman Deities, Heroes, &c. It is an excellent and reliable school Dictionary, and every school boy should have a dictionary. The publisher's advertisement in our advertising pages will afford a fuller description of the book. Without wishing to enter the lists in the dictionary war now raging between the partizans of Webster and those of Worcester, we may commend this work of Dr. Worcester's to our readers as an entirely reliable and valuable dictionary.

There has reached us, a new Arithmetic by Robinson, entitled "The Progressive Higher Arithmetic." It is marked with the same characteristics which have made Robinson's Mathematical works so popular of late. Its demonstrations are at once brief and clear, and its statements of commercial customs, &c., are fresh and reliable. Mr. Robinson has done a service to mathematical learning by his pithy and common sense way of treating his subjects; we must think the service would have been greater if he had studied greater accuracy and precision in his use of language. Messrs. Ivison & Phinney are the publishers.

Speaking of Arithmetics we have also on our table a couple of Arithmetics

by Jas. S. Eaton, of Phillip's Academy, Mass. The larger book is a practical arithmetic for schools and academies, while the smaller is designed for first lessons in mental arithmetic. Mr. Eaton is a successful teacher and his books have received high commendation from those who have used them. The primary lessons are very happily conceived and pleasantly illustrated, and we see not how it can be excelled as a book for little children. Both Robinson and Eaton discard the absurd practice of giving the answer to every problem and example, justly judging that a book thus supplied with ready made answers can never make a successful or independent scholar. A few answers are given to encourage the pupil at the outset, and then he is left, as he is left in all actual problems in life, to work out and verify his own answers.

Messrs. A. S. Barnes & Burr have issued a new and revised edition of Mrs. Willards (abridged) History of the United States. The record which is brought down to the opening of the present year, closes with the account of "John Brown's raid" and the punishment of the offenders. Mrs. Willard's histories are simple in style, and judiciously entertaining to the young. They are so widely used and well known as to need no description.

The frequent appearance of new works on Natural History is both a result and cause of the present popularity of this department of knowledge. Messrs. Brown and Taggard of Boston have made an excellent contribution to the general interest in a volume, entitled the Philosophy of Natural History, prepared by Dr. J. Ware, on the plan and embracing much of the work of Wm. Smellie. It is not a text book of the science, but is supplied with an introduction containing a sufficiently full statement of the principles and classifications of science to enable the general reader to proceed intelligently through the second and main department of the work—the Philosophy of Natural History. It is a capital book for the family, and school library, having all the interest of a story and yet filled with useful and entertaining knowledge.

Messrs. Ivison, Phinney & Co. have lately done a very commendable thing in the publication of a new school atlas of extraordinary beauty. It is designed to accompagny Colton's American School Geography,—a book not yet issued. Besides the large and beautiful maps of political geography, engraved in the best style, it contains maps of the Physical geography of the different quarters of the globe, and profile sections of many of the countries. Geography is rapidly rising in the rank of studies, as it has increased in scope and significance as a science. Formerly it contended itself with a simple statement of the size, positions and motions of our planet, a brief enumeration of its water and land divisions, and a definition of the meaning of latitude and longitude, while it filled the mass of its pages with an interminable detail of boundaries, counties, towns, cities, and the ever multiplying and shifting facts of mere political geography. Descriptions without aim or system, made up of scraps of history, odd economical statistics, and fragments of physical geography and natural history were doled out in measures to fill out the pages. Such were our school geographies, a few years since. No wonder they were studied without pleasure and learned without profit. But now Geology with

its splendid theories of Cosmogony; Natural History with its questionings as to the native habitats of plants and animals, and its search for their centers of origin and distribution; Climatology and Meteorology with their theories of the air currents and winds which make our planet the field of their eternal march and countermarch, and determine by their moisture or dryness where a fruitful soil shall support a populous nation, and where a barren desert shall stretch its arid wastes; a geography of the Sea revealing mighty rivers in the oceans, broad and magnificent currents circling the earth in their perpetual flow and reflux, marking the paths where commerce may sail its ships, and serving as a great world-heating apparatus, to make habitable shores otherwise desolate with hyperborean frosts, or pestilent with unmitigated tropic heats; History tracing the march of empire along mountain slopes and down the basins of river systems, and finding helpful causes of civilization in the contours of continents, and the characters of soil;—all these have conspired to render geography a study of the grandest proportions and of the most wide and various utility. We welcome every attempt to make the text books suitable to the new and higher character of the science.

Mr. Sanders does not intend to relinquish without a struggle the ground which his Readers have occupied for several years past. We have received a new and revised edition of his Second and Third Readers, printed and illustrated with much beauty.

A. S. Barnes & Burr have issued First Lessons in Latin, by N. C. Brooks, L. L. D. It is a plain and simple statement of all the leading principles of the Latin language, and is well supplied with examples for exercise in translation both of Latin into English and English into Latin. It is convenient in size and is printed with the accustomed good taste of its publishers.

Coming down from the books in binding to the books in paper covers, we may simply mention to our readers that Harpers' Magazine and the Atlantic Monthly regularly send forth their voluminous issues from their respective capitals, the great Gotham and the Athens of America, crowded with good readable matter and crowding mail cars, and carts with the tens of thousands of their gigantic editions. Harpers' believing in pictures and knowing that the people believe in them too, is just now giving us finely illustrated sketches of travel in various parts of the world. The October number contains "To Red River and Beyond" with nineteen spirited illustrations; "The Home of Byron," with three sketches; "The Amoor and the Steppes" with twelve engravings which put you at once among the scenes of Southern Liberia, and make you an eye witness of the customs of its wild Tartars; and "A Journey to the Land of the Moon" with thirteen life-like pictures of Central African people and things.—The Atlantic eschews pictures as unnecessary and second rate, and trusts to the glittering and often glorious pen-and-ink sketches of its brilliant coterie of first rate writers. With such writers it can never fail of first class readers. The October number opens with "Some of the haunts of Burns." It is followed by a spicy article on Pasquin and Pasquinades, a somewhat trenchant review of Darwin and his Reviewers. A Modern Cinderella which, without reading, we dare say, is not half as good as the old one. The

Iceberg of Tobay, a eulogistic sketch of Theodore Parker, &c., &c., &c., not forgetting "The Professor's Story," and a strong but candid article on the Election in November, all sandwiched with some good fresh poetry. Let it be remembered that these great monthlies are each furnished to teachers and clergymen for $2 a year.

The American Journal of Education, Barnard's great educational quarterly, has issued its third quarterly number for the current year. We would like, if we were able, to praise this Journal sufficiently to induce all our leading teachers to subscribe for it one year, or even to send for one copy. It would thence forward praise itself so effectually that the subscriptions would certainly be renewed. The number, last issued, is one of the most practical and valuable of the entire series. Art. XII, Subjects and Methods of Teaching, by James Currie, Principal of Training College (Normal School), Edinburgh, Scotland, is a full and valuable treatise of 65 pages on primary teaching, so practically written that any common school teacher could carry it into his school room and reduce its methods to practice. Art. XIII. of 27 pages, Methods of Instruction, is the pith of another Scotch book on school management, coming right down to the wants and work of the teacher in the school room. Art. XIV, of 30 pages, Oral Lessons and Common Things, also of Scotch origin, is a full manual on Object Lessons, as we term them, and will enable any teacher of ordinary learning and capacity to introduce and use these valuable agencies of instruction. A valuable article from Wm. Russell, of Massachusetts, on Moral Education, fills 30 pages more, besides which we have a biographical sketch, E. C. Wines, D. D., descriptive and historical articles on Universities; the University of Tubingen; Prest. Felton's inaugural on the American College; Harvard College; School of Mines at Freyburg; Battersea Training (or Normal) School, England; Secondary Education in Saxony, Burger School in Leipsic, Elementary Education in Scotland, &c., &c. The price of this periodical is $4.00 a year, and no true teacher should be without it. Address F. B. PERKINS, Hartford, Conn.

Dr. Dio Lewis, of West Newton, Mass., whose exhibition before the American Institute of Instruction was noticed in the proceedings of that body, has commenced the publication of a monthly paper, devoted to Gymnastics and Physical culture. It will be a valuable paper.

We have received and will notice next month copies of Groenleaf's Arithmetics, Schuyler's Arithmetic and several other books.

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From Moses T. Brown, Superintendent of Public Schools of Toledo, Ohio.

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From W. D. Wickersham, Principal of the State Model School of Penn.

We selected Parker and Watson's Pronouncing Speller after examining a number of similar works; have used it the last three months with entire satisfaction, and consider it admirably adapted to accomplish the end for which it was designed.

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THE

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The National Arithmetic and Algebra are used as text-books in the four Massachusetts State Normal Schools, Connecticut Normal School, and New Jersey State Normal School. The National Arithmetic is also used in the New York City Female Normal School, Pennsylvania State Normal School, and in upwards of *six hundred and fifty* High Schools, Academies and Commercial Colleges in all parts of the Union.

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Recent Adoption for the City and County of Philadelphia.

THE CONTROLLERS OF THE PUBLIC SCHOOLS OF THE CITY AND COUNTY OF PHILADELPHIA, December, 1859, adopted the Common School and National Arithmetics for the *Public Schools* of that District; and the Series is used in the schools generally in most of the cities and larger boroughs of Pennsylvania.

THE BOARDS OF EDUCATION OF VERMONT AND NEW HAMPSHIRE have recommended the use of Greenleaf's entire Series of Arithmetics for the Common Schools of those States, and the series has already gone into general use, in them, and in the Academies and High Schools.

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THE
MICHIGAN JOURNAL OF EDUCATION.

VOL. VII. J. A. B. STONE, EDITOR FOR DECEMBER. No. XII.

COUNTY SUPERINTENDENTS.

There is no change in our school system which has been so frequently discussed and is so generally desired among the friends of education as the establishment of the office of County Superintendent of schools. The failure of the system of supervision by township inspectors to accomplish any valuable results in getting better teachers, or making the schools more efficient, has led to the general conviction in all thoughtful minds that a change is needed; while the reported good success of the County Superintendency in New York and Pennsylvania is producing a wide spread belief that this is the true plan for official supervision of public schools. Strong resolutions in favor of County Superintendents have been unanimously voted by large and intelligent meetings of school officers, teachers and citizens in many of the counties of the State. Reports favoring the establishment of such an office have been repeatedly adopted by the State Teachers' Association, and many petitions for it have been sent to the legislature of the State. Seemingly our people are ripe for the change.

That schools need supervision,—that their safety and success will be promoted by the visitation and inspection of a competent and authorized inspector, is a settled principle in our school system; but how much such supervision can do to increase the efficiency of the schools and to render them valuable to pupils and people, is but little understood. It might, perhaps, be inferred from the importance of competent superintendence in every other business or public enterprize. No

man attempts to carry on any farming, manufacturing or commercial enterprize, in which many men are employed, without an overseer, unless he has leisure himself for this oversight. Utter failure and ruin would inevitably overtake any enterprize prosecuted without an efficient supervision. A teacher's work as well as that of any other laborer, will be made more productive by the direction and impulse which a skillful superintendent can give. And this supervision is the more necessary in the teacher's work since so large a proportion of our teachers are young and mostly inexperienced, if not otherwise poorly qualified for their difficult and momentous task.

The need of supervision being granted, it is easily seen that such supervision should be in the hands of intelligent and skillful men who are, in school affairs, the superiors of the teachers whom they are to oversee. It is usually the best workman in the shop or factory who is made overseer. A superintendent of schools needs to unite liberal learning and large experience. The visitations of an ignorant and inexperienced man will be as likely to result in mischief as in benefit to the schools.

To secure the services of such competent men, it is necessary to make the office dignified and remunerative, and to give such an extent to the field of labor that it may occupy nearly if not quite the entire time of the superintending officer. The inspector who has but the schools of a single township to visit must rely on other business for his support, and, of course, can spend in visiting schools only such time as he can spare from his other employments. Nor does his mind get so interested in the schools, nor does he gain such experience and skill in his work, as would follow, if his whole time and attention were given to the superintendency.

In theory, then, it seems clear that the County superintendency is the true plan; and the experience of New York and Pennsylvania fully confirms this conclusion. Whenever they have been careful to get good officers, the schools have improved wonderfully under their supervision.

If the system of County Superintendents be adopted its success must depend largely upon such an arrangement of the plan as shall secure good officers, and secure for them the good will and confidence of the people. Anxious if the thing is done

that it shall be done wisely, we take the liberty to propose the following

PLAN FOR A COUNTY SUPERINTENDENCY.

1. As the State Constitution requires that one School Inspector shall be elected annually, in each organized township, we would retain one of the township inspectors, but would limit his duties to a concurrent action with the County Superintendent in the school affairs of his own township.

2. These Township Inspectors of the several townships should meet in convention, once in two years, and elect some gentleman of competent learning and of practical experience in teaching, to the office of county superintendent of schools. They should also fix the salary to be paid such officer, said salary not to be less than $500 per annum, in any county having all its townships organized.

It is common for mere demagouges who think that thereby they flatter the vanity of the people, though they insult their understanding, to demand that all offices shall be made elective by the people. Such persons will doubtless ask that this office also shall be made elective, but no wise man will listen to such a demand. The office should be removed as far as possible from politics, while it is still as dependant as may be, on the popular will. The Inspectors are chosen by the people and are citizens of the several townships, and being themselves school men, they are better able than any political caucus to select a good superintendent of schools. In Pennsylvania the Superintendents are appointed and their salaries fixed by a similar convention of township school officers, and no plan has ever worked more satisfactorily than this.

3. A power of removal of these superintendents from office should be vested in some competent tribunal, in cases where they shall prove grossly negligent or incompetent, or where they shall prostitute their influence to promote the interests of some book publisher. In Pennsylvania this power of removal is vested in the State Superintendent who is authorixed to fill the vacancy till the next convention of township directors.

4. The County Superintendent should hold annual examinations for teachers in each township, in the presence of the

Township Inspector; he should visit and inspect schools, advise with teachers and district officers for the improvement of the schools, collect the school statistics of the county and communicate them in an annual report to the Superintendent of Public Instruction. The various and important duties which would rest upon the County Superintendent can not be enumerated within our present limits. It would be his to watch and work, with a tireless vigilance and zealous devotion for the educational interests in his county.

We have only to suggest, in conclusion, that the friends of this change in our school system, should begin at once to circulate petitions, asking the Legislature to make the change. The Legislature will doubtless ask that full proof shall be made of the people's desire for a change so great and important. We append the form of a petition which any one may copy and circulate. Let every school district utter its voice on this question. The last clause may be omitted when not desired.

PETITION.

To the Honorable, the Legislature of Michigan.

We, the Subscribers, would respectfully ask your honorable Body to enact a law providing for a County Superintendent of schools in each organized county in this State; and we would also pray that the number of township School Inspectors be reduced to one in each township, and that the County Superintendent be elected by these Inspectors assembled in convention for that purpose.

The Strength of Silence.—It is a great art in the Christian life to *learn to be silent.* Under oppositions, rebukes, injuries, *still be silent.* It is better to say nothing, than to say it in an excited or angry manner, even if the occasion should seem to justify a degree of anger. By remaining silent the mind is able to collect itself, and call upon God in secret aspirations of prayer. And thus you will speak to the honor of your holy profession, as well as to the good of those who have injured you, *when you speak from love to God.*

A TRIBUTE TO TEACHERS.

By Rev. T. Starr King.

[Extract from an Address at the Dedication of the High School Building in San Francisco.]

AND we should rejoice also to be here, to-day, in order to pay a conscious and deliberate tribute to the service of teachers in our civilization. Every time I enter a school-building, I travel back to the time, twenty years ago (when I was a *young* man), when my name was enrolled in the army of instructors. During the three years of service appointed to me in that department, I learned so much of the difficulties and responsibilities of the office, that the stepping into a pulpit seemed like passing into an easier sphere of duty. It is not on abstract grounds and observation, but on trials which gave me my first knowledge of what serious responsibility is, and of how closely moral forces must be allied with intellectual ones in every successful school, that my own reverence for the teacher's call and duty is based. And from that day to this it has been widening and deepening.

We do not pay our social reverence wisely as yet, even in our most advanced and thoughtful communities. The men who do the most for the world are those who work scientifically upon the land, increasing its productiveness without exhausting its fertility, and the men who increase the mental and moral forces of the State. These classes are the fountains of lasting power, and the true conservators of public health and vigor. In a truly ordered society, these classes would receive the heartiest and most stable honor.

But as yet, alas, even in the most Christian districts of society, the question is scarcely raised, as a condition and gauge of respect, what the relation is between his employment and the permanent benefit of the community—what the moral aroma is of a man's gold and position. And so the best men work with very little recognition. The most useful ministers are those who work through years of quiet fidelity, encouraging good purposes in the village circle, warming, with sincere and uneloquent unction, the humble and steady friend of humble

people, threading the life of a small community, through more than the years of a generation, with a golden influence of charity, and fortunate in not having to see their names in half the issues of the newspaper press. Some of the purest pages of heroism might be copied from the long careers of country physicians, who spend themselves without the patronage and solace of cultured society, and cross the line of old age without a competence.

In the case of teachers, however, the fact is peculiarly striking. Think what an influence, during the past ten years, has been exerted upon the intellect and character of the best portions of our country, by the ambition of teachers to be more efficient in their work, by the establishment of journals of education, by County, District and State Conventions of instructors, not sunned by public applause, not paid for by the public either, in which the wisest unfold the best results of their experience, and the youngest are stimulated by the contagious enthusiasm of the leading masters of the profession!

"Profession," did I say? No. Here is the injustice. Here is the proof of the marvellous infidelity of our public as yet to the service which can hardly be surpassed by any other type. American liberty and hopes are based on comprehensive education, mental and moral, and we do not yet recognize the teacher's calling as one of the "learned professions." There is the degree of M. D., a title of respect for every one who enters the ranks of the healers by the regular door. Every clergyman has his prefix of "Rev.", which floats him sometimes like a cork upon waters where he could not swim. "D. D." is conferred, every year, upon many a man who is no scholar in Christian history or dogmatics. I have known cases LL. D. has been affixed, by prominent colleges, to the names of men who could not have told what the two L.'s, with a period after them, were the abbreviation of. But there is no title for teachers. And I am ignorant of the fact if any University or College has yet sought out an eminent, consecrated, thoroughly efficient teacher, to confer upon him or her any title of honor as an acknowledgment of personal service to society, or the rank of the calling to which he or she is pledged.

We must do what we can to repair this injustice—

we who know the value of the office, the grand portion or the gifts that are so often brought to it, and the nobleness of the spirit in which those gifts are frequently dedicated.

HOME CONVERSATION.—Children hunger perpetually for new ideas, and the most pleasant way of reception is by the voice and the ear, not the eye and the printed page. The one mode is natural, the other artificial. Who would not rather listen than read? We not unfrequently pass by in the papers a full report of a lecture, and then go and pay our money to hear the self-same words uttered. An audience will listen closely from the beginning to the end of an address, which not one in twenty of those present would read with the same attention. This is emphatically true of children. They will learn with pleasure from the lips of parents, what they deem it drudgery to study in the books; and even if they have the misfortune to be deprived of the educational advantages which they desire, they can not fail to grow up intelligent, if they enjoy in childhood and youth, the privilege of listening daily to the conversation of intelligent people. Let parents, then, talk much, and talk well, at home. A father who is habitually silent in his own house, may be, in many respects a wise man; but he is not wise in his silence. We sometimes see parents who are the life of every company which they enter, dull, silent, uninteresting at home among their children. If they have not mental activity and mental stores sufficient for both, let them first provide for their own household. Ireland exports beef and wheat, and lives on potatoes; and they fare as poorly who reserve their social charms for companions abroad, and keep their dullness for home consumption. It is better to instruct children, and make them happy at home, than it is to charm strangers or amuse friends. A silent house is a dull place for young people, a place from which they will escape if they can. They will talk or think of being "shut up" there; and the youth who does not love home is in danger. Make home, then, a cheerful and pleasant spot. Light it up with cheerful, instructive conversation. Father, mother, talk your best at home.

The less notice we take of unkindness and injuries that are done us, the more we consult the quiet of our minds.

MAKE YOUR HOME BEAUTIFUL.

Make your home beautiful—bring to it flowers;
Plant them around you to bud and to bloom;
Let them give life to your loneliest hours—
Let them bring life to enliven your gloom;
Make your own world—one that never has sorrowed—
Of music and sunshine and gold summer air,
A home-world whose forehead care never has furrowed,
And whose cheek of bright beauty shall ever be fair.

Make your home beautiful—weave round its portal
Wreaths of the jessamine, and delicate sprays
Of red-fruited woodbine, with joy immortal,
That blesses and brightens wherever it strays;
Gather the blossoms, too—one little flower,
Varied verbena or sweet mignionette,
Still may bring bloom to your desolate bower,
Still may be something to love and to pet.

Make your home beautiful—gather the roses,
That hoard up the sunshine with exquisite art;
Perhaps they may pour, as your darkness closes,
That soft summer sunshine down into your heart!
If you can do so, Oh! make it an Eden
Of beauty and gladness—remember 'tis wise:
'Twill teach you to long for that home you are needing,
That heaven of beauty beyond the blue skies.

Make your home beautiful—sure, 'tis a duty—
Call up your little ones; teach them to walk,
Hand in hand, with the wandering angel of beauty,
Encourage their spirits with nature to talk.
Gather them round you, and let them be learning
Lessons, that drop from the delicate wings

Of the birds and the butterfly—ever returning
To him who has made all these beautiful things.

Make home a hive; where all beautiful feelings
Cluster like bees and their honey-dew bring;
Make it a temple of holy revealings,
And love its bright angel with "shadowing wing."
Then shall it be, when afar on life's billow,
Wherever your tempest-tost children are flung,
They will long for the shades of the home-weeping willow,
And sing the sweet song which their mother had sung.

Neglect of the Primary Branches.

(From the New York Teacher.)

It is a fact to be lamented that in this, a country so noted for the general intelligence of its people, there should exist any noticeable fault in the system of education. Yet, if we but glance at the system as it now is, we cannot fail to be convinced that there is a palpable neglect of the primary, or common branches, in not only a portion, but we may safely say in almost all of our public schools. Viewed in the light of its effects upon the rising generation, this is an evil of no slight magnitude, nor is its immediate remedy to be looked for, since neither people nor teachers are making the least effort to correct the error, but are rather helping to perpetuate to.

It appears to be the ruling passion in the breast of an American to do everything in a hurry. Not content to wait and patiently bide our time, we rush frantically on from enterprise to enterprise, priding ourselves on the quantity rather than the quality of our work.

And this same haste is carried into our schools. The youthful tyro, instead of being conducted, step by step, up the "Hill of Science," is dragged with bewildering rapidity through the lower branches, such as Orthography, Geography, Reading, Spelling and Penmanship, all

of which are considered far *beneath* his wondrons capabilities, while in some cases he does not even notice all of these. Indeed, it is not uncommon to find in our schools advanced pupils who can not tell how many sounds the letter A has—pupils who may be well acquainted with such studies as Algebra, and who are confident that they are on the high road to knowledge, but whose deficiencies are made painfully evident as soon as the test is applied.

Now it is certainly little credit to a person to have passed through an academical or collegiate course, if he is found unable to write a common letter without making mistakes in Orthography, or blunders in grammatical construction.

The conclusion to which we must then come is, that these branches do not, in our schools, occupy the prominent position which of right belongs to them.

Now who is to blame for this neglect? We can not say that it is the pupil, for he is under authority, and is the subject of guidance. Teachers themselves are in fault in regard to this matter.

A teacher enters his school, and being ambitious to do all he can, in the way of seeming advancement, and being affected by the characteristic haste of the race, he at once forms such advanced classes as he deems proper.

He organizes an "Astronomy Class," a "Geometry Class," and a feeble Latin, or a barbarous French class, believing that the rank of his school and his own importance depend upon the number of higher branches taught, and forgetting that "How Much" is less important than "How Well."

Thus while these branches are beneficial in their place, they are made certainly detrimental to the best interests of the scholar, by causing the sacrifice of his reading, his spelling, or his geography, to the gratification of the vanity of a teacher who cares more for personal interest than for the best welfare of the pupil.

It is also a fact that too many teachers regard the lower branches with contempt. Having themselves dashed through them, they seem not to be aware of the need that the pupil should be thoroughly acquainted with them, as a necessary preparation for the higher branches. The direct result of this ignorance among instructors has been this general neglect, which is surely the Bane of our National Education.

But what is to be done? Shall we still adhere to this erroneous system of education, which shall lead our pupils every day further and further from the right path, or shall everry interest be exerted, and every effort made, to bring about a change in this matter?

Only when such a change shall have been wrought, will our educational system be reinstated upon its proper foundation, and we, instead of commencing at the top of the structure, be enabled to work more in accordance with the natural order of things, beginning at the lowest step first, and understandingly working our way upward.

Of the evils growing out of this neglect, this lack of the proper foundation is the first. A solid foundation is necessary to the support of any superstructure. How long will the body continue to be an active agent in the performance of the various routine of labor demanded by the mind, if the bony structure or frame work, should prove weak and unfit for its accustomed duty? Or how could we expect the child to become physically developed and matured if these bones of the system were to be destroyed? And so with reference to education.

How can we expect it to possess the greatest symmetry, solidity and effective power, if it wants its primary basis? Yet many are allowed to pursue a course of study without paying that strict attention to the primary branches, which they, as the very frame work of an education demand.

Again, this neglect occurring as it does in the early part of the pupils course, can never be remedied; "for as the twig is bent, the tree's inclined."

The errors arising from imperfect training in these branches during this period, become matters of inveterate habit, and no future effort can, with any certainty, secure their correction.

It is also the cause of the great difficulty in classification, in all properly graded schools. This can be seen at a glance. A pupil well versed in Algebra, and Geometry, but who in Spelling, History or Geography, is found to be deficient, will think it derogatory to his dignity to be placed in a lower class, and will be dissatisfied, because he is not placed in an advanced class.

To remove such dissatisfaction, and to reconcile the malcontents to the proper classification, is in most schools

simply impossible. If any classification is effected, it must under these circumstances, be the pitiable product of the pupil's folly, and teacher's weakness.

And the effect of this overleaping of the primary branches by some is paralyzing to the efforts of those who must pursue them, and are able to pursue no others. And why? Merely because every person has within him a spirit which revolts at the idea, that others, no more deserving than himself should be placed above him in the scale.

And when one class of pupils is made to rank above another, merely because they have the pecuniary means or the aid of personal influence to sustain them in such a position, the effect is, to render the lower studies degraded, in the eyes of those pursuing them, and to cause them to look with envy upon those, who, while they are classed above them, are still their actual inferiors.

In view then of these evils, which are but a portion of those which might be mentioned, the first effort in the educating of youth should be to instruct them in those studies which will be of the most practical benefit, or in other words, the primary branches.

And after the foundation has been laid in the mastering of those, an advance may be properly and profitably made to those which are higher, and not before.—It becomes the duty of every friend of education, to rise up, and lending both influence and aid, secure the restoration of these much neglected branches, to their true prominence.

A reformation in this matter may be commenced without delay. It may not be completed this year, or the next, but time and effort will eventually bring the desired consummation.

The Laugh of a Child.

I love it—I love it—the laugh of a child,
Now rippling and gentle, now merry and wild—
Ringing out on the air with its innocent gush,
Like the trill of a bird at the twilight's soft hush;
Floating off on the breeze like the tones of a bell,
Or the music that dwells in the heart of a shell.
Oh! the laugh of a child, so wild and so free,
Is the merriest sound in the world for me.

THE AGRICULTURAL COLLEGE AT BONN.

The following late account of a European Agricultural College, which we extract from the N. Y. Tribune, will interest Michigan readers.

BONN, Oct. 3, 1860.

This little city, of some twelve to fifteen thousand inhabitants, lies about 15 miles south of Cologne, on the left bank of the Rhine, an hour and a half's walk below where that river passes the Seven Mountains and takes its leave of the highlands. Bonn is the seat of the University, the second in importance of those in Prussia; that at Berlin ranking first. About ten minutes back of Bonn, as one goes from the river, is the village, Poppelsdorf, at the entrance of which are the buildings devoted to the Agricultural branch of the University—for the "Königliche höhere landwirthschaftliche Lehranstalt," is in fact a branch of that institution. Of this "Royal higher Agricultural Institute," I propose to give as clear a view as possible, without pressing too strongly upon your columns. My data are partly the conversations which I have had with Prof. Wentz, who is director of the farming operations, and, partly, documents, which he has given me, therefore trustworthy.

The *objects* of the Institution are primarily to give a thorough Agricultural Education to the great number of young men who are now needed to take charge of the farming operations of nobles and rich men, whose time is occupied with other matters than the personal superintendence of their estates. Secondly, to enable Students of Law and Jurisprudence to acquire so much theoretical and practical knowledge of Agriculture as will enable them to act understandingly in cases involving questions relating to land and its treatment. Thirdly, to exert a beneficent influence generally upon the community by proving new ideas, by experimenting in all directions, and by exhibiting practically the value of sound theory.

Instruction is of two kinds: 1. By Lectures, and 2. By Practical Observations, and explanations in stall and field. As the best means of conveying an idea of the lectures, what they are, by whom delivered, and in what

order, I have translated and inclose a table of the Lectures of the coming Winter Term, beginning Oct. 15.

Hours 8—9.

Monday—Culture of Fruit Trees, Sinning.
Tuesday and Wednesday—Anatomy and Physiology of Domestic Animals, Schell [Veterinary Surgeon.]
Thursday and Friday—External Diseases of Domestic Animals, Schell.
Saturday—Care of the Health of Domestic Animals, Schell.

Hours, 9—10.

Monday, Tuesday and Wednesday—Anatomy and Physiology of Plants.
Thursday, Friday and Saturday—Raising of Sheep and Swine, and Study of Wool, Wentz.

Hours, 10—11.

Monday and Tuesday—Agricultural Technology, Eichhorn. Mechanics, Schubert.
Wednesday, Thursday, Friday and Saturday—Inorganic Chemistry, Eichhorn.

Hours, 11—12.

Monday, Tuesday, Wednesday and Thursday—Organization and Management of Estates in general, Hartstein [Director of the Institution].
Friday and Saturday—General and Agricultural Zoology, and the Raising of Fish. Farm Architecture, Schubert.

Hours, 12—1.

Monday and Tuesday—Physics [Part. II.], Eichhorn. Arithmetic and Algebra, Schubert.
Wednesday and Thursday—General Field Culture, Hartstein.
Friday and Saturday—Fruit Trees, Sinning. Mineralogy, &c.

Hours, 3—4.

Monday—English Agriculture and its Fitness for Germany, Hartstein.
Tuesday and Wednesday—Popular Agriculture, Kaufman.
Thursday—Agricultural Jurisprudence, Achenbach.
Friday—Laws Affecting Agriculture, Achenbach.

Hours, 4—5.

Monday—Agricultural Statistics, Wentz.
Tuesday and Wednesday—Agricultural Bookkeeping, Wentz.
Thursday—Game and Fish, Bonhausen.
Friday—Laws Affecting Agriculture, Achenbach.
Saturday—Drawing, Schubert.

Hours, 5—6.

Monday, Tuesday and Wednesday—Culture of Forests, Dr. Bonhausen.

Thursday—Results, Observations, &c., derived from Experiments, &c., Wentz.
Friday—Mineralogy, &c.

Beside these tabulated lectures, Dr. Eichhorn instructs in Analytic Chemistry on Thursdays, Fridays and Saturdays, from 2 to 4 p. m., such students as have already gone through a course of inorganic Chemistry. Schell is to give practical exercises, and demonstrations on living and dead domestic animals. Hartstein is to give an introductory course of Agricultural study to new students, and the proper instructors will give courses of Microscopic investigations, Natural History and the like, at convenient hours.

Of these gentlemen herein named, Hartstein is Director of the Institute; Wentz is "Administrator" of the Farming Department; Sinning is "Garden Inspector," has charge of the Botanic Garden of the University, &c.; Schell is the official Veterinary Surgeon of the Governmental Department; Eichhorn is Professor of Chemistry, and Schubert is Professional Architect.

The second form of instruction is that afforded by the opportunities of seeing all kinds of agricultural operations actually going on, in field, garden and forest; by the laboratory; by the various collections, of which I shall have an opportunity to speak, and by the museums and library of the University at Bonn.

A full course comprehends two years, of two terms a year; but the Professors will aid the student who has but a half or even a quarter so much time at disposal in arranging a scheme of lectures to be heard, even for so short a time. Arrangements are made also by which students in the University can have one or more lectures in the Institute upon the payment of a small fee.

When the school was first organized the candidates for admission had to pass an examination in such studies as were required for admission into the second class of a gymnasium. But by degrees these requirements have fallen into disuse, and any one who desires to spend his money and time at the school can enter. The check upon the student is the necessity of his passing a thorough examination, or of having favorable testimonials from the Professors, before he can present himself as a candidate for employment in his profession. There are other regulations

for admission, which, as they can only concern Prussian citizens, and could never be required in our country, I pass over. By application to the Ministry of Agricultural Affairs, and showing good grounds therefor, a person who desires to hear a certain course of lectures, without becoming a matriculated student either of the University or of the Institute, can obtain the privilege. For instance, an American might thus study the diseases of animals, or hear a course of agricultural chemistry. The cost of instruction is six thalers entrance money (1 thaler is equal to 75 cents); 40 thalers (in advance) for the first term; 30 thalers for the second; 20 thalers for the third, and 10 thalers for the fourth—an aggregate of 100 thalers ($75), for the two years. The students of chemistry have 2 thalers per term to pay for apparatus, &c.; except this, the instruction fees cover all the lectures.

The matriculated students of the institute come under the laws of the University, and, as in case of University students throughout Germany, they can attend the lecture or not, as they choose. In case they do not, however, they of course get no certification of their industry and progress for the Professors, when they leave, and this is fatal to any hopes of advancement. Yet where neglect of all study is too conspicuous, and is likely to offend other students, the Directors have the right to expel the offender.

There is no regular examination of students; but any one who desires to take testimonials of industry and progress in his studies with him, upon leaving the institution, must be able to pass one which is strict and thorough.

There is no boarding-house or dormitory belonging to the institute. This method of wasting the funds of educational institutions is not known in Germany. Students have rooms in Bonn or Poppelsdorf, taking their meals at eating-houses, or, in some cases, boarding in families; but this is not usual.

Rooms are to be had at all prices, even as low as $2 per month; and one can dine very decently for from $3 to $5 a month. Out of the lecture-room the student has the following aids to study: The farm land devoted to cultivation and experiment near the Institute; an estate,

called Annaberg, near Poppelsdorf, where he can see the operations of the dairy and the culture of fruit trees, and the kitchen garden; practical drainage, nurseries, vineyards, &c.

I believe this is sufficient upon the general plan and character of this institution. I propose to embody the other information which I have obtained in two or three short letters as a sort of report of some conversations with Prof. Wentz.

SCHOOL DISTRICT LIBRARIES.

OUR District Libraries: what shall become of them? Shall they be regularly and adequately replenished, or shall they be permitted to waste away and finally become extinct? These grave questions await the decision of the people of Michigan and their elected law makers?

No long argument is needed to prove the value of a good and wholesome literature, or the sound policy of its wide dissemination among the people. Good books are the ripest thoughts of the richest human intellects. The best companions of our leisure, the wisest counsellors for our ignorance, the ready consolers of our cares and griefs, the cheapest teachers of our souls, the easy refuge from evil thoughts or gnawing anxieties, the unfailing fountains of wisdom and light, the sources of a pleasure both exhaustless and pure, they offer their glorious benefits alike to childhood and old age, and speak with equal freedom and eloquence in the homes of the poor and the mansions of wealth. The world would lose its best and richest treasure, and civilization its surest support, were our literature to perish or be shut away from the public mind.

Open to childhood the rich treasures of story and song, of history and science, of wonderful truths and thoughts,

found in good books,—awaken a love for reading such books and you have not only set in motion a force which will insure their intelligence through life, but you have invoked to your aid in the work of their school education, a power which will quicken thought, stimulate study, illustrate every lesson, and add the power of another and eloquent teacher, to all your efforts for their education. The lover of good books will ever be found a good pupil in the schools.

All the great and strong arguments by which we urge the maintenance of a public school system as essential to the growth of public intelligence and virtue, apply with equal force to the support of a system of public libraries. Indeed the school system demands the library system as its essential aid and necessary supplement. No wise citizen or consistent friend of popular education can consent to see our libraries abandoned, or ruined by a too meager and uncertain support.

Our present library system (if system that can be called which consists of parts of two systems), among several excellences has several defects which might easily be remedied. We will notice three.

1. *The system lacks uniformity.*

Of 537 townships and cities reporting libraries in 1859, 350 reported district libraries, and 187 reported township libraries. Many of these latter townships did not get notified in time to vote on the question of dividing their libraries, and would certainly adopt the district system if permitted. While there may be townships in which the township library is preferable, it is undeniably important that as much uniformity as practicable should prevail, and as the public sentiment has pronounced largely and justly in favor of district libra-

ries, authority should be given to the township Inspectors to divide the township libraries whenever requested by a vote of the districts or a majority of them, in their respective towns. The difficulti - in adjusting the rights of fractional districts lying partly in towns with township libraries, and partly in those with district libraries is an additional reason for making our system uniform.

2. *It does not guard entirely against the introduction of bad books.*

Under the present law, the State Board of Education select a list of books suitable for libraries, and make a contract with some responsible person who agrees to furnish any book on the list, which any district or township may order, for a certain stipulated price, and in a prescribed and excellent style of binding. Here there is no arbitrary centralization of power, and no intrusting to one man or body of men, large sums of money to expend for books. There are no State purchases of books, but only a simple arrangement by which any district in the state however remote may without any expensive journeys, and without being left to the chances of a peddler's wagon, have a large list of the best books to select from, and low prices secured. The system in these respects is certainly admirable, and is especially advantageous for districts lying far from the large cities. If the right of the selection and purchase by the district officers was restricted to the list, it would add another safeguard against bad books, and would perhaps further reduce the price of books to all. This, though an apparent infringement of popular rights, is no more so in reality than the requirement that District Boards shall employ no teachers but those who are properly licensed. The purpose of the law would be to protect, not to restrict

the rights of the people. There is nearly the same need that books should be licensed for the libraries, as that teachers should be licensed for the schools. It should be reflected also that the question is *not* whether the people shall select their own books, or some officers shall select for them; it is whether the selection shall be intrusted to the District Board, or to the State Board of Education,—whether I and my fellow citizens of a school District shall have the books for our families chosen by the three men who may chance, any year, to constitute the District Board, and who can have but little time and very few facilities for making a wise choice, or by a State Board of gentlemen who will feel impelled by the magnitude of the interests intrusted to them, to take ample time, and will enjoy abundant facilities, to make the most thorough examination? But, better than this, even the State Board do not select finally. They only make a list which is five or ten times as large as any primary district will want, and then the District Board select from this list as their district may require, with all the advantages of a large assortment of approved books brought, as it were, to their doors, and offered at prices of unusual cheapness. I, for one, count it no enlargement of my privileges, that the District Board of my district are permitted to go outside of the good and ample list made by the State Board of Education, to purchase, from some peddler's cart, books for myself and my children.

3. *Our libraries have no regular support.*

The only means of supporting the libraries now provided, are the sums which the townships may vote at their annual township elections, and the small and uncertain amounts which accrue from fines and penalties collected under the penal statutes of the State. The amount

voted in 1859 was $7,726.44; the amount arising from fines was $4,682.08. In 1860, the amount was probably less, as many townships neglected to vote on the question. It is, evident that the libraries, in order to retain their hold upon the interest of the districts, must be annually replenished with new books. Without such additions the libraries will soon entirely disappear through the natural wear and waste of books. The first and most important amendment, therefore, to be made in the law is the provision of some regular and sufficient fund for the purchase of books. If 10 per cent. of the two mill tax were set apart by law for this purpose, the sum would be ample in most cases, though this would diminish in the newer counties the needed support of the schools. But as it is in these same counties that good books are most scarce and difficult to be obtained, this diminution of the school moneys would not be without compensating advantages. It might better meet the wants and varying ability of the districts, if the Inspectors were required by law to apportion 5 per cent. of the two mill tax to the districts as library money, and each district was then permitted to make a further apportionment from its share of the two mill tax, for libraries, not exceeding ten per cent. of the same.

It is not to be denied that many citizens are opposed to these libraries either because the books are not used, or because being used they are worn out or lost. The inefficiency of the library, when poorly managed, is chargeable not against the system, but against the lack of public spirit and intelligence in those managing it. And this objection lies as strongly against the school system as against the district libraries. Under ignorant and inefficient officers the schools often run down or prove worthless; and we rightly charge the fault here to the delinquent officers, not to the school system. But, with all its failures, our library

system is still too valuable and needful to the public good to allow of its easy abandonment. In the language of that far seeing statesman and philanthropist, WM. H. SEWARD, "although many of our citizens may pass the district library, heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and enhancing public virtue."

Petitions should at once be circulated in every school district, asking for such changes in the library law as may remedy its defects and secure the libraries from destruction. The following form of petition may be used if no other is suggested.

PETITION.

To the Honorable, the Legislature of Michigan.

The undersigned, citizens of Michigan respectfully pray your honorable Bodies, 1st., to so amend the Library law passed in 1859, as to require the school Inspectors of any township to distribute the township library into district libraries whenever requested by a majority of the districts in said township; and, 2d, to set apart by law such a portion of the proceeds of the two mill tax as may be necessary to support the libraries in good condition in the several districts of the State; and, 3d, to require District Boards to select books from the list provided by the State Board of Education.

Men's lives should, like the day, be more beautiful in the evening, or like the summer, a glow with promise, and the autumn, rich with golden sheaves, where good works and deeds have ripened on the field.

SOCRATES AS A TEACHER.

THE personal appearance of Socrates was not sufficiently attractive, most certainly, to win him friends. We doubt very much whether, if he should send up his card, he would be admitted to the fashionable circles of the present time. A countenance defying the physiognomist, a throat full and obtuse, instead of delicate and angular, lips that were thick, and a nose that was flat, slightly turned up, with nostrils broad and expanded,—the farthest possible from Solomon's model of a nose, which was as the tower of Lebanon which looketh towards Damascus,—eyes like a satyr's, scarcely separated by the nose, deep set in his head, and which, when the head was fixed, rolled from side to side, so that, when asking a question, he seemed as "a bull glaring around him with his eyes downward," —his feet huge and spray,—generally unsandalled in winter as in summer, on the battle-field as within the walls of Athens,—a form clumsy, uncouth and protuberant, and a gait as awkward as a cow's,—all combined to render him a "monster that to be dreaded need but to be seen," especially to a people keenly sensitive to every lack of refinement in gesture or motion, fastidious enough to drive from their presence whatever bordered upon the grotesque and the ludicrous.

No wonder Zopyrus pronounced him stupid and heavy. Yet this man so overcame the natural deficiencies of form and manner, by a rigid and careful cultivation of the powers with which God had endowed him, that, when engaged in conversation, his countenance radiant with thought, and his eyes sparkling with intelligence, half concealing and half betraying his irony and humor, those who came to laugh were fascinated to silence, and those who at first desired to treat him roughly lingered as if enchanted with a divinity. "No one," says Alcibiades, "man, woman or boy, could hear him, or even hear his words repeated by an indifferent spectator, but was taken by surprise and riveted into attention.

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Passing on from Socrates as a citizen to Socrates as a teacher, we find again that, as Athens was his home and the people his household, so Athens was his school and the people his scholars.

The mind was his book, from which he drew forth the Memnon music of the morning sun of life, and on which he wrote his "living epistles to be read of all men." He felt that to teach, mind must grapple with mind, heart beat in sympathy with heart, and spirit inter-penetrate spirit. It was oral teaching, where the eye explains the utterances of the voice and the countenance burns with the radiance of thought. His book was his own knowledge, appealing to the heart and the conscience; and the thoughts glided into the mind of the scholar so imperceptibly, he felt them to be as much his own as the air he breathed, and in which alone he could exist. Every pupil's authority lay in the solidity of his own convictions, never dreaming that truth was buried in the text book, or derived its power from the throne whence it had been promulgated. He himself had digested all books,—the books of men and the books of God,—and simply infused into his hearer a part of himself.

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When his pupil presented himself for instruction, he first played the part of the exhausting receiver, educing from his pride of opinion and self-conceit, until he confessed his ignorance and cried out for help. If he endured the process, well and good; if he shrunk from it, he was denounced a fool. To be ignorant of one's ignorance, was the lowest depth of human degradation. To confess it, was the first stepping stone to intelligent inquiry. He then put him into an electro-chemical bath, to increase his vitality and give vigor and force to his faculties.—And, finally, he fed him with wholesome and nourishing food, that he might be able to walk alone. He taught, as many preachers, first negatively, then positively,—first removing the rubbish from some favorite idea by taking improbable positions and then placing it in every possible combination of circumstances; and if it preserved its purity when tried in this double crucible, it was worthy of preservation; if not, it was rejected.

His pupils came to him, as an old preacher said, rather cynically, of woman, "so bedecked with streamers, flags and ensigns, so miscreate with their vanity and self-conceit, with their foolish notions and evil habits, that he who made them, when he looked upon them, should hardly know them, with their plumes and fans and silken vizards, with feathers in their caps like flags in their

tops, to tell, I think, which way the wind blows;" and he soon struck their flags, carried away their plumes and vizards, riddled their sails and shattered their yards, until they looked like old hulks which had foundered at sea; and if then they were willing to follow in his track, a calm sea and fair wind attended them, their masts and spars and sails would be refitted, and they would be made every way strong enough to brave the fury of any storm. But if they deserted him, he left them to their own fate. His method of teaching is comprised in three words,—evolution, involution and revolution. Hence the reason for the saying that he "owed not a little to the double-tongued and all-objecting Zeno."

It has been objected to the teachings of Socrates, on the one hand, that he applied the test of utility to every subject, and rejected every thing that would not endure it; and on the other hand, that the tendencies of his teachings were so purely speculative as to be entirely worthless, except as feats of intellectual gladiatorship.—Now, he has been called a realist; then, an idealist; now, a Baconian, then a Kantian. Neither is true; and yet both are true. The aim and purpose of Socrates was to withdraw the mind from the phenomena of nature and fix it upon its own phenomena; while the aim and purpose of Bacon was to observe and interpret nature alone. Socrates despised physics. Bacon's contempt of metaphysics was equally hearty. When Socrates was opposing antagonists, whose monstrosities were tricked out in a dazzling, wordy, windy eloquence, his Ithuriel-touch unmasked their deformities, and his repeated blows pushed their reasonings into the imaginary regions of airy nothings. He was more etherial and spiritual than they all. But when he attacked the mere antiquarian, whose glory resided in a costly library and worm-eaten manuscripts, and who thought that in consequence of his well hoarded lore he was qualified for any office of state, he stripped him of his feathers and presented him before the world as Plato's man.

The fact was, he blended more perfectly than any teacher of whom we have read, the useful with the true, raising his theories upon well-established facts, accurate in his definitions, nice in his discriminations, broad in his generalizations, ascending higher and higher in his thoughts until he reached up unto God, the great thought of all, and descending to the lowest thoughts of man, that he

might elevate him into a companionship with God. He would teach but one thing at a time, and therefore made haste slowly; but he would teach all he knew of that one thing, and open the sources whence more might be acquired. He could not pass over a country forty miles an hour on an exploring tour, to make travelled fools; but he could sit by your side in the old-fashioned carriage, jogging along quietly, expounding the truth to you as Philip did to the Eunuch. Science and art he made subservient to life, and life he raised to its real divinity by its unity with the true and the good. He would join, as would we, the miner and the geologist, the apothecary and the chemist, the brick-layer and the architect, the plumber and the artist,—on the ground that while they may be but the hand and the foot, they are one body. There is no part of any profession which can be termed useless. The chemist is not rewarded for his years of toil, simply because he has discovered a cheap way of refining sugar; nor should the optician date the true value of his discovery of the laws of light from the invention of spectacles. That which ministers to the comfort of our homes is noble; but that which purifies and enlarges the mind is nobler. Geology does well when it opens to us veins of lead and beds of iron; but it does better when it reclothes dry bones and reveals lost creations. Astronomy does well when it guides the lonely mariner across the trackless deep; but it does better when it opens up the glories of other worlds and calls the stars by name. Botany is worthy of earnest study for healing the sick by expressing the juices of the plant; but is worthier when it reveals all the attributes of Jehovah in the calyx. Surgery displays its skill when setting a broken limb, but it initiates us into the mystery of the holy of holies when it proves the existence of a God. The strong torrents in their gladness make the hills echo with their hollow thunder; but they give verdure to the field and sea-room to the storm-tossed ship. The volcano terrifies us; but it tempers the metal-vein and medicates the living spring. And in all our endeavors, as the reward beyond and above the reward in knowledge itself, as one has said, "herbs have their healing, stones their preciousness, and stars their times."

Such was the teaching of Socrates; and it is no matter of surprise that all Athens went out after him, and all

Greece flocked to hear him. No wonder that he swayed a controlling sceptre over the young, changed the morals of the old, and checked the madness of the mob. His was the volcanic power which upheaved error, opened fresh fields of thought and stimulated the mind to its highest endeavors. His was the power of unconscious tuition, which charmed the ugly face, which players personated upon the stage and potters copied upon their jugs, into attractive beauty, and caused the eye, the voice and the entire mein to speak more eloquently than his words. "When I heard Pericles, or any other great orator," said the profligate, ambitious Alcibiades, "I was entertained and delighted, and felt that he had spoken well. But no mortal speech has ever excited in me such emotions as are kindled by this magician. Whenever I hear him I am, as it were charmed and fettered. My heart leaps like an inspired corybant. My immortal soul is stung by his words, as by the bite of a serpent. It is indignant at its own rude and ignoble character. I often weep tears of regret, and think how vain and inglorious the life I lead. Nor am I the only one that weeps like a child and despairs of himself. Many others are affected in the same way." A lesson worthy to be learned by parents, teachers and preachers.

TRIBUTE TO THE SCHOOLMASTER.

A nobler, more eloquent, more truthful, or better deserved tribute than the following to the schoolmaster, which forms the peroration of a speech delivered by Lord Brougham, at the laying of the foundation stone at Mechanics' Institute in Liverpool, has scarcely ever been paid any ancient or modern orator:

"The conqueror moves on in a march. He stalks onward with the 'pride, pomp, and circumstances of war'—banners flying, shouts rending the air, guns thundering, and martial music pealing, to drown the shrieks of the wounded and the lamentations for the slain.—Not thus the schoolmaster, in his peaceful vocation. He meditates and prepares in secret the plans which

are to bless mankind; he slowly gathers around him those who are to further their execution; he quietly, though firmly, advances in his humble path, laboring steadily, but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots the weeds of vice. It is a progress not to be compared with anything like a march; but it leads to a far more brilliant triumph, and to laurels more imperishable than the destroyer of his species, the scourge of world, ever won.

"Such men—men deserving the glorious title of Teachers of Mankind—I have found laboring conscientiously, though perhaps obscurely, in their blessed vocation, wherever I have gone. I have found them, and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded, but enslaved Italians and in our own country, God be thanked, their numbers everywhere abound, and are every day increasing. Their calling is high and holy; their fame is the property of nations; their renown will fill the earth in after ages, in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace—performs his appointed course—awaits in patience the fulfillment of the promises—resting from his labors, bequeaths his memory to the generation whom his works have blessed—and sleeps under the humble but not inglorious epitaph, commemorating 'one in whom mankind lost a friend, and no man got rid of an enemy!"

Always Room up Stairs.—A young man who was thinking of studying law, said to Daniel Webster:

"Mr. Webster, I understand the profession of law is quite full, and that there are more lawyers than are needed. Do you think there is any chance for me?"

"There is always room up stairs," was the reply, and as true as it was ingenious. Only a few persons reach the high places, and they are always in great demand. "There is room enough up stairs."

DEPARTMENT OF PUBLIC INSTRUCTION.

Teachers' Roll.

School Directors are often unable to make full annual reports from the failure of teachers to keep a proper daily roll of attendance. Section 42, of the school law requires the Director to furnish the teacher a written list of all the children in the District between the ages of four and eighteen years, and "to require such teacher carefully to note the daily attendance of each scholar, and to make return thereof to him, *including the ages of all scholars whose names are not on such list.*" Now, at the beginning of a new school year, and near the opening of the winter schools, the Superintendent desires to call the attention of Directors to this provision of the law. A little attention to the matter will enable the Director to make his next annual report full. Let the teacher be furnished immediately with a list of the scholars whose names were taken in the last school census as between four and eighteen years of age, and the teacher be required to note the ages of all scholars not on the list. Teachers should also report to the directors a list of all the Text Books used in the school.

Teachers also are requested to pay attention to this matter and make full returns. Neat school Registers are now prepared by several Publishing houses, and are afforded at low rates. They are properly ruled and usually contain many excellent directions for keeping school records of attendance, scholarship and behavior. Such records conduce much to the good order and progress of a school.

A good School Register has been prepared and is published by Raymond & Lapham, a notice of which will be found in the advertising pages of this Journal.

Answers to Questions of School Officers and Others.

Question 18. If a district which has voted a tax at the annual meeting, be disorganized subsequently and before the tax is assessed and its territory attached by the school Inspectors to other districts, must the Supervisor assess said tax?

Answer. Section 138, School Laws, 1859, declares that "whenever any portion of a school district shall be set off and

annexed to any other district or organized into a new one, after a tax for district purposes other than the payment of any debts of the district, shall have been levied upon the taxable property thereof, but not collected, such tax shall be collected in the same manner as if no part of such district had been set off, &c." If therefore any district shall have levied a tax before its disorganization and reported the same to the Supervisor, he must proceed and assess the same and have it collected. The section above quoted provides that the proceeds of such tax shall be apportioned to the new districts formed wholly or partly from the district taxed in proportion to the taxable property set off to such new districts.

QUESTION 19. In case a district or some part of a district shall have been attached to another district in which a tax has been voted but not assessed, must such tax be assessed upon the property of the original district voting it?

ANSWER. There is no statutory provision for such cases. Ordinarily it would be found impracticable to assess taxes voted at an annual meeting upon territory added to the district afterwards, since the Supervisor is required to make out and deliver the tax roll on or before the 15th of Nov. There would also be a grave impropriety in subjecting the property thus added to a district, to a tax which the owners of such property had no voice in raising. If a tax is for the future use and benefit of the entire district, it would be well to call a meeting of the district as enlarged and submit the tax again to a vote under a reconsideration. If passed, it may then be assessed upon the entire district. But unless thus submitted, it should be assessed upon the property which was included in the district at the time the tax was voted.

QUESTION 20. Does the property qualification of a voter in a school district as prescribed by sections 15 and 144, School Laws, 1859, require that the voter shall have actually been assessed on the Supervisors' assessment roll, or is it sufficient that he possesses property liable to taxation?

ANSWER. It is sufficient that the person offering to vote possesses property liable to taxation in the district. If it were required to have been actually assessed, then a neglect or

oversight of the Supervisor might disfranchise a voter; besides the property may have been acquired, or the voter may have moved into the district since the last assessment was made. If a voter was not assessed, the burden of proof will rest with him to show that he possesses taxable property.

QUESTION 21. May district officers use the proceeds of the two mill tax to buy globes, maps, &c., or books for poor children?

ANSWER. No. Section 60 of the School Laws, expressly declares that "no school moneys apportioned to any district shall be appropriated to any other use than the payment of teachers' wages, and no part thereof shall be paid to any teacher who shall not have received a certificate as required in this chapter, before the commencement of his school."

QUESTION 22. Certain District Officers are reported to have used the money received from Township Treasurers for fines, penalties, &c., for payment of teachers wages; was such use legal?

ANSWER. Certainly not. Both the State Constitution and the laws provide that all such moneys shall be applied exclusively to the purchase of books for the Township or district libraries. See Constitution Art. 13 Sec. 12, also School Laws, 1859, sections 110, 116, also sect. 3 of the District library law, page 231, School Laws.

QUESTION 23. To what penalty are District officers liable for misapplying school or library moneys as in the above questions?

ANSWER. To *removal from office.* The Township Board is peremptorily required by law, sect. 136, School Laws, 1859, "to remove from office upon satisfactory proof, after at least five days' notice to the party implicated, any District officer or school Inspector who shall have illegally used or disposed of any of the public moneys entrusted to his charge." Any person in the district or township may make complaint to the township board, with satisfactory evidence of the illegal use charged.

QUESTION 24. In a school district in which in which the District Board consists of the three ordinary members, but in which the school is actually graded and taught in different departments, may the District Board legally apportion and collect different rates of tuition for the different grades?

ANSWER. Section 163, School Laws, 1859, provides that "the District Board of *any school district* shall have power to fix the amount of tuition to be paid by non-resident scholars attending any of the schools in said district; and in cases where there shall be a Union School in such district, to be paid by scholars attending such Union School." The statute nowhere defines what constitutes a Union School in the eye of the law. If, in the absence of any legal definition of the term, its common meaning is to be accepted in the interpretation of the statute, as seems evident, then, in the case stated, the District Board may lawfully fix the amount of tuition to be paid in the different departments of their school which is really a Union School.

QUESTION 25. Are Algebra and Natural Philosophy suitable studies to be pursued in the Primary Schools?

ANSWER. This is a question frequently asked, and sometimes the occasion of unhappy disputes. The State Constitution provides that "all instructions in said schools shall be conducted in the English Language." Section 88 of the School Law declares that "no certificate shall be given by the Inspectors unless they are satisfied that the applicant possesses a good moral character, and a thorough and accurate knowledge of the several branches of study usually taught in Primary Schools." These are the only legal provisions that seem in any way to limit or restrict the studies for the primary schools. The constitutional provision prescribes only the language in which the instruction shall be conducted, and does not even prohibit the study of Latin or Greek. The other provision quoted, only affirms the lowest limit of teachers' qualifications, unless also by implication it provides that the common branches shall be taught.

It is the province of these schools to furnish to the children of the State the elements of a good English education; and

the extent of the course of studies must evidently depend upon the advancement and circumstances of the school. It is certainly to be expected and desired, that, with every improvement in the methods and facilities for instruction, there shall be a corresponding extension in the course of studies. The quite general introduction, of late years, of elementary Algebra and Natural Philosophy into our primary schools is to be taken as evidence of a real advance in the character of those schools. The common utility of these studies may well entitle them to a place among common school studies. In townships in which Algebra and Natural Philosophy are "usually taught in primary schools, the Inspectors may properly require a knowledge of these branches in the teachers to whom they give certificates.

QUESTION 26. To whom and in what manner should a resigning school officer tender his resignation?

ANSWER. Sect. 4 Chap. 11 Compiled Laws provides that resignations by officers who hold their offices by election (with some exceptions which do not include school district officers), "shall be made to the officer or officers respectively authorized by law to order a special election to fill such offices." As there is no statutory requirement in respect to the manner of making such resignations it may be done to the District officers either orally or in writing. It would be better to make such resignations in writing, to furnish the proper evidence of the fact, unless the resignation be made in open school meeting as is sometimes done, when the Director should make a record of the same.

QUESTION 27. May a women possessed of taxable property in a school district, and who has resided there for three months, vote at a district meeting?

ANSWER. She may vote, if twenty-one years of age, upon all questions, except the election of officers, as Section 5th, which provides for the election of officers, is expressly excepted from the application of Section 144. This latter section, that the words "qualified voters" shall be taken "to mean and include *all taxable persons*, residing in the district of the age of twenty-

one years, and who have resided therein for the period of three months next preceding the time of voting."

Annual Reports.

The Superintendent would express his gratification in the improvement made in the annual reports of this year over those received last year. Much more attention has been paid to the filling of the blanks and the statistics are consequently more full and reliable. A little attention given now to the teacher's rolls will enable the District officers to make their next reports still better and more accurate.

CATALOGUES OF INSTITUTES. The catalogues of the Autumn Institutes are just issued and will be mailed immediately to those who subscribed for them.

Hearing Lessons, Not Teaching.

Some teachers talk so much—explain so much, that they actually become thought-killers. They do the reciting themselves, while their pupils look on with pleased wonder, or apathetic indifference. These talkers are our most popular teachers, because the most showy. In the presence of visitors, they are learned, eloquent, profound, impressing superficial observers with the notion that they have witnessed something decidedly uncommon. On the other hand, he who sits quietly by, allowing his pupils to do their own recitations, is apt to be voted slow,—and grave doubts are even entertained of his ability to teach in the branches upon which he professes to give instruction.

Our own experience has been, that where we found one talking too little, we have found five who talk too much. The teacher is continually tempted by a desire to get on with the recitation, or from good nature, to help the hesitating pupil over the *sticking* points, by a word thrown in, or a side question, or by an ejaculation. By such aid a scholar, in no way prepared in his lesson, may be made to appear to go through a pretty respectable recitation, and at the same time having learned nothing by it, that is worth knowing, or that he can remember for a single day. With such teachers, pupils never have their men-

tal muscle developed. They never experience the pleasurable feeling arising from having had a grand wrestling with a tough problem and flooring it.

When a pupil has a well-prepared lesson, it is one of the greatest pleasures of his school-life, to have an opportunity to recite it; and nothing can be a greater bore to him than to be obliged to stand by, while his teacher shows off, or dilates in explanation of a point already perfectly understood.

In general, we look upon it as a favorable sign when we hear pupils complain of their teacher, "he won't explain." We conclude that he is a man of firmness, and intends that they shall do their own work. We do not mean to intimate that no explanation should be given; —teachers will find it necessary in almost every lesson; but we protest against that lecturing system that is becoming so fashionable, and is so much lauded, by which it is expected children shall become educated with scarcely any active effort on their part,—being merely the passive vessels into which the multifarious contents of the teacher's knowledge-box is poured.

Judicious explanation and illustration, given in few words, and directly to the point, is a different affair, from that *cacoethes loquendi* that is so prevalent in our profession, and which has such charms for doting parents and lazy scholars.—*Journal of Progress.*

Hard on Smoking School-Boys.—We have advocated rather extreme measures with smokers ourselves, but the Maire of Douai, a town in France, proposes by the assistance of the schoolmasters, to carry the war farther home than we would dare go. "In a circular to the commune schoolmasters," says the Mass. Teacher, he "expresses his determination to put down the precocious habit of smoking, which he learns, by the report of the police, prevails to a deplorable extent among the boys of that city. He therefore desires the schoolmasters, not only to mark down for punishment all children whom they may see smoking in the streets, but to search the pockets and portfolios of the scholars from time to time, and to take away all cigars, cigarettes, pipes, and tobacco which may be found. He authorizes the most severe punishment, and will sanction any measure which the schoolmaster may devise to check the growing evil."

EDITORIAL MISCELLANY.

WHAT IS TO BE DONE WITH THE JOURNAL?

It is to go on, of course. We can not afford to let it stop. It *must* go on, and it *will*. The Executive Board are making arrangements to carry it forward with increased vigor and excellence. Michigan must have a School Journal worthy of her,—worthy of her teachers and her schools! A state with such a University as ours with so thrifty a sisterhood of Colleges, with a Normal school that acknowledges no superior, with her peerless Union and high schools, and her rapidly rising primary schools, such a state certainly needs an educational paper and one of the highest character. With the hosts of scholarly and talented men and women found in the ranks of her educators, such a paper will surely be sustained.

Seven years have passed since the first number was issued. It is the term of the old apprenticeships. Let our Journal now come forth in a master's guise and with a master's skill and power. The educational questions which agitate the world are daily becoming more fundamental and important. Let the Educators of Michigan have a voice in the discussion of these questions, and keep abreast with the front ranks in the general educational movement which so grandly distinguishes our age.

We can not yet announce definitely the plan of conducting the Journal the coming year, bnt we venture to affirm it will be well done.

The January number will be issued on or before the first day of January 1861. All who desire to subscribe should direct to Michigan Journal of Education, Detroit. The Executive Board would cordially and earnestly ask their fellow teachers throughout the State to aid in securing a full subscription list. See that each teacher is asked to subscribe. Every Union School teacher that *will*, can send at least five names, every Primary school teacher at least two, and if the Teachers of Michigan WILL IT, there will be a thousand names on the list by Christmas, and $1000 in the treasury.

PETITIONS. We would call attention to the articles in this number on County Superintendents and District Libraries. Will not some teacher or school officer in each District copy the Petitions attached to those articles, on separate sheets of paper, and, having presented them to the people of the District for their signatures, forward them

to some member of the Legislature at Lansing? Let it be done as early as practicable, so that it may reach Lansing soon after the Legislature meets.

FINANCIAL.—We purposed giving the account of The Journal in detail but want of space forbids, and we confine ourselves to a general statement.

Total Receipts to December 1st, 1860 . . .	$2,723 49
Amounts due to Journal	$597 05
Total .	$3,320 54
Expenditures	$2,344 64
Bills unpaid	319 02
Total .	$2,663 66
Leaving an apparent balance of	$656 88
Of which is to be collected	$597 05
Leaving an actual balance in hand . . .	$59 83

It is due to those who have acted as editors to state, that the editorial labor has been performed gratuitously.

BOOK NOTICES.

Prof. H. S. Frieze, of the State University, has made a valuable contribution to the course of classical learning in a new edition of the Aeneid of Virgil. The text, which is that of Jahn, is beautifully printed, and the notes are numerous and critical. They are interspersed with cuts of statues, bas-reliefs, wall paintings, &c., illustrative of the gods, heroes, and scenes described in the poem. We do not remember to have seen a more beautiful edition of the great epic of the Mantuan bard. It is published by Appleton & Co., N. Y.

The Old Red House, is an interesting and healthful story for children, exhibiting in a succession of family pictures the methods by which a wise and christian mother trained her children to usefulness and christian piety and virtues. Henry Hoyt of Boston, is the publisher; the author's name does not appear.

"Taking a Stand" is another capital story for boys, published

by Henry Hoyt. It records the trials and triumphs of a boy who took a stand for honesty and temperance.

Messrs. Ivison & Phinney, N. Y., have issued a new edition of Hitchcock's Geology, or more nearly a new book under the old title; for the work has been so entirely re-modeled as to be no longer the same book. By these changes the work is brought abreast with the latest developments of this wonderful science. It is profusely illustrated and will doubtless prove a valuable text book for study.

We have received from the publishers, Robt. S. Davis & Co., Boston, a set of Greenleaf's Mathematical text books, consisting of a Primary Arithmetic, a common School Arithmetic, the National Arithmetic and Elements of Geometry. The Arithmetics strike us, on a somewhat cursory examination, as excellent text books. The statement of principles is brief and clear, the rules are explicit and easily understood and the examples for practice numerous and well chosen. The Geometry is based on that of Leyendu, and is also a good text book. The Arithmetics have been, for some years, in use in the public schools of Detroit and have been warmly commended by the teachers of that city.

Schuyler's Higher Arithmetic, just published by Sheldon & Co., N. Y., is another candidate for public favor. It is a philosophical development of the science of arithmetic. The subjects of notation and numeration are more fully and thoroughly explained than we remember to have seen them in any other text book. The book is the work of a true teacher, and of a clear methodical mind. It does not contain so many examples for practice as Mr. Greenleaf's books but is more analytical.

Messrs. Bryant & Stratton, the proprietors of a chain of Commercial Colleges, have commenced the preparation of a series of text books on Book Keeping. The highest book of the series is out with the imprint of Ivison & Phinney, of N. Y,, as publishers. It is designed for the high school and counting room, and is unsurpassed in completeness of matter, clearness in statement and beauty of typography, by anything we have seen in this department. It contains a full exposition of the principles of *double entry* with their application to several styles and departments of business, and a great variety of useful information on various matters connected with business and trade.

Willard's Astronomical Geography. We have received from the publishers, A. S. Barnes & Burr, N. Y., a book with this title. Mrs. Emma Willard, the author, is a practical teacher of rare qualifications, and in all the text books prepared by her, we find the same earnest purpose to make science contribute to cultivate the mind and

improve the heart. To speak intelligently of the work would require a more critical reading than we can now give it. The style is more free and attractive than is usual in books of this class, and the author recommends that it be read as a reading exercise while studied for its matter.

We have also from the same publishers, a "Teachers' Pocket Record," being a blank book neatly ruled to keep a record of the attendance, behavior and scholarship of pupils. It will be found a most useful pocket companion to teachers who wish to keep any notes of their school.

PERIODICALS.

It is the season of the year when good and wise parents and the lovers of good literature are making their subscriptions for periodicals fot the coming year. We are not the advocates of a very extensive reading of papers or periodicals. There are few things so enervating to the mind, so fatal to all sound learning and genuine mental culture and power as the excessive reading of newspapers or light monthlies, but every family needs one good newspaper, and at least one good monthly, and if it can be afforded a good quarterly. The newspaper should be one that abounds in well culled and correct statements of important correct events, rather than in stories, and the monthly should furnish a fair proportion of solid articles on topics of present interest together with intelligent notices and criticisms of new books. We have on our table a few of the many monthlies now published in this country, which we name for the benefit of any reader who may be seeking a good magazine.

The Atlantic Monthly, Ticknor & Fields, Boston. Terms $3 a year, postage prepaid. Two copies $5, five copies $10. The Atlantic stands deservedly high for literary merit, and valuable and interesting matter. It has rich promises for the coming year.

Harper's Monthly Magazine, Harper & Brothers, New York. Terms $3 a year. Two copies $5. Three or more copies $2 each. Clergymen and Teachers, $2. This monthly is too well known to need notice. We regard it as a valuable magazine for the family. It also promises valuable articles for the year 1861.

Godey's Ladies' Book, Louis A. Godey, Philadelphia. Terms $3 a year. Two copies $5. Three copies $6. It is the aim of this ma-

gazine to meet the wants of ladies and its fashion plates and various patterns, we suppose, are all *au fait*. Its steel engravings are numerous and beautiful.

Ladies' Home Magazine, T. S. Arthur & Co., Philadelphia. Terms $2 a year. 4 copies for $5. A pleasant and wholesome family magazine.

American Agriculturist, Orange Judd, 41 Park Row, New York. Terms $1 a year, This is a monthly paper and probably the best Agricultural paper in America. At least we do not know a better one.

Merry's Museum, J. N. Stearns & Co., New York. Terms $1 a year. Just the thing for little folks. Subscribe for it and give it to your children as a New Years present.

EDUCATIONAL PERIODICALS—It is an act at once of courtesy and justice to our cotemporaries to mention to our readers their titles and terms. We should be glad to pay our respects to each in a fitting notice of their excellencies. But we have only space and time to say, and we say it with a most heartfelt satisfaction, that they are all able, faithful and efficient advocates of the grand cause of popular education. No one of them can be spared from the field and every true teacher should feel glad to lend them his support.

All except Barnard's American Journal of Education are published monthly at $1 per annum.

American Journal of Education, edited by Henry Barnard, L. L. D. Hartford, F. B. Perkins, quarterly, $4 per annum.

Maine Teacher, published by Brown Thurston, Portland.

New Hampshire Journal of Education, N. H. Teachers' Association, Concord.

Vermont School Journal, Com. State Teachers' Association, Montpelier.

Massachusetts Teacher, Mass. Teachers' Association, Boston. Address Charles Hutchins, Boston, Mass.

Connecticut Common School Journal, State Teachers' Association, New Britain. Address Chas. Northend, New Britain, Conn.

Rhode Island Schoolmaster, Cooke & Danielson, Providence.

New York Teacher, James Cruikshank, Albany.

Pennsylvania School Journal, Thomas H. Burrows, Lancaster.

The Educator, Singerly & Myers, Pittsburg.

The National Educator, R. Curry, A M., Pittsburg, Pa.

Ohio Educational Monthly, F. W. Hurtt & Co., Columbus.

Oberlin Students' Monthly, Shankland & Harmon, Oberlin, Ohio.

Indiana School Journal, Indiana State Teachers' Association. Address O. Phelps, Indianapolis.

Illinois Teacher, N. C. Nason, Peoria.

Wisconsin Journal of Education, Atwood, Rublee & Read, Madison.

Missouri Educator, W. G. Cheney, Jefferson City.

The Educational Monthly, Ky. Association of Teachers, Louisville.

North Carolina Journal of Education, Cole & Albright, Greensborough.

The Southern Teacher, Wm. P. Smith & Co., Montgomery, Alabama.

The Educational Record. D. L. Sanders, Lancaster, Pa.

Journal of Education, J. J. Phelan, Montreal, C. E.

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